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THE ADMINISTRATIVE BEHAVIOR OF THE
ALBERTA PUBLIC COLLEGE PRESIDENT
A DESCRIPTIVE STUDY

by

(C)
DONNA JANE ALLAN

A THESIS

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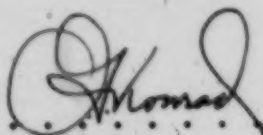
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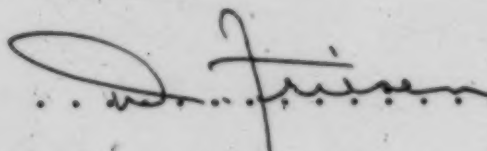
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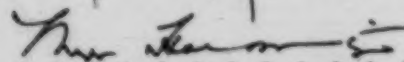
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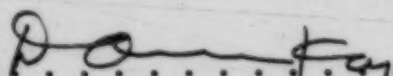
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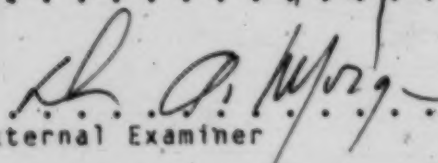
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Dedicated To
My Husband and Friend

ABSTRACT

The purpose of the study was to observe and describe the administrative behavior of the Alberta public college president. Six presidents were observed on-the-job for a total period of 27 days. Structured observation was used as the primary data gathering method. In addition, preliminary data were collected from the presidents' diaries for one week prior to the observation period and a structured interview was conducted with each president.

Data were collected on the ongoing day-to-day activities of each president. An analysis of the data by each category of activity and the proportion of time spent in each category was completed. A picture of the typical (average) president was constructed by considering the major activities, purposes, participants and media used in the activities. Finally, a series of propositions were generated from the data concerning the nature of the Alberta public college president's administrative behavior.

The findings and conclusions from the study indicate that the president spent a large proportion of working time in verbal contact with people. Most of the verbal contacts were with the internal members of the college, primarily the senior administrators. Over one-half of the working time each day was spent in scheduled meetings, however a large

number of the president's activities were of short duration. The president's work was essentially discontinuous in nature and a wide diversity of topics often caused a quick shift of attention from one topic to another. One of the main pressures of the president's job was that of organizing and controlling time. The president's inability to adhere to a planned time schedule was due, partly, to the fact that more than one-half of the verbal interactions were initiated by others. In addition, the "never ending" nature of the job caused problems for scheduling "personal" time.

The president spent the greatest proportion of the verbal contact time with interpersonal behaviors and these were most often of a liaison nature. The literature reviewed suggested decision making was an important part of all administration, however the president involved others in decision making and did not make a decision that could be delegated to others.

The president occupied a unique position in the college. He/she had to deal with varying interest groups that often had conflicting demands and as a result the president was often called upon to act as a mediator and/or arbitrator. The nature of the college environment affected the work of the president. It was necessary for the president to be aware of the political forces that surround the office and it was often appropriate to become politically involved in dealing with various individuals, groups and government. The president received job

satisfaction from the challenges of the job and the status of the position. While the status of the position was recognized in the community (internal and external) the specific position of president was shaped by the individual filling the position.

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TABLE OF CONTENTS

CHAPTER		PAGE
1	INTRODUCTION	1
	PURPOSE OF THE STUDY	4
	SIGNIFICANCE OF THE STUDY	4
	Significance for Theory	4
	Significance for Practice	6
	DELIMITATIONS	7
	LIMITATIONS	7
	ORGANIZATION OF THE THESIS	9
2	RELATED LITERATURE AND A CONCEPTUAL FRAMEWORK	10
	LITERATURE REVIEW	10
	Administrative Processes, Principles and/or Tasks	10
	The Role of Administration	19
	Content of the Work of Administration	23
	Postsecondary Education	25
	The Organizational Context	25
	The Role of the College President	30
	The Content of the President's Work	33
	CONCEPTUAL FRAMEWORK	37
	A Conceptualization of Administrative Behavior	37
	The Literature Source	43
	This Study as a Source	43
	Summary	46
3	RESEARCH DESIGN AND METHODOLOGY	50
	RESEARCH DESIGN	50

CHAPTER

PAGE

The Statement of the Problem	50
Sub Problems	50
The Design for the Study	51
STRUCTURED OBSERVATION	52
RESEARCH METHODOLOGY	54
Pilot Study	54
The Role of the Researcher	55
Strengths and Weaknesses of Structured Observation Field Studies	56
Effects of Presence of Researcher	59
SAMPLING PROCEDURES	61
Choosing the Presidents to be Studied	61
The Observation Period	62
Data Collection	63
Preliminary Data	63
Unit of Behavior	64
Criteria for Selecting the Units of Behavior	65
Explanation of Terms	66
Unscheduled Meetings	66
Scheduled Meetings	66
Desk Work	66
Telephone Calls	67
Travel	67
Tours	67
Recording the Data	67
Observational Notes	67
The Chronology Record	69
The Mail Record	69
The Contact Record	69
The Telephone Log	70
DATA ANALYSIS	70
Low Inference Level Data	72
High Inference Level Data	74

CHAPTER

PAGE

Field Diary Notes	74
Categories of Purpose	74
Summary: Data Collection, Recording and Analysis	75
Reliability and Validity of Results . .	75
Dependability (Reliability) Measures	77
Confirmability (Objectivity) Measures	77
Credibility (Internal Validity) Measures	78
Transferability (External Validity) Measures	78
SUMMARY	78
4 DESCRIPTION AND ANALYSIS OF THE OBSERVATIONAL DATA	80
The Total Time Devoted to Six Major Categories of Activities	81
How Each President Spent The Time Within Each Category of Activity	81
President A	83
President B	84
President C	85
President D	85
President E	86
President F	87
Analysis of the Data for Each Category of Activity	89
Scheduled Meetings	89
Desk Work	91
Unscheduled Meetings	93
Travel	94
Telephone Calls	96
Tours	97
Evening Activities	98

CHAPTER

PAGE

How Six Alberta Public College Presidents Spent Their Working Time: A Composite View	101
Summary	105

5 DESCRIPTION AND ANALYSIS OF THE PRESIDENTS' VERBAL AND WRITTEN CONTACTS	107
THE VERBAL CONTACT RECORD OF THE ALBERTA PUBLIC COLLEGE PRESIDENT	108
An Overview	108
Participants in the Verbal Contacts of the Presidents	111
Internal Verbal Contacts	114
External Verbal Contacts	117
Initiation of Verbal Contacts	119
Location of Verbal Contacts	121
The Purpose of the Verbal Contacts	123
Interpersonal Behaviors	126
Figurehead Behaviors	126
Leader Behaviors	128
The Liaison Role	129
Interpersonal Behaviors Summary	130
Informational Behaviors	131
Monitor Behaviors	132
Disseminator Behaviors	133
Spokesman Behaviors	134
Informational Behaviors Summary	136
Decisional Behaviors	136
Entrepreneur Behaviors	136
Disturbance Handler Behaviors	138
Resource Allocation Behaviors	140
Negotiator Behaviors	141
Decisional Behaviors Summary	142
THE MAIL RECORD OF THE PRESIDENT	143
An Overview	143
The Nature of the President's Incoming Mail	144

CHAPTER

PAGE

	The Nature of the President's Outgoing Mail	154
	Summary	159
6	DISCUSSION OF FINDINGS	164
	THE NATURE OF THE PRESIDENTS' ACTIVITIES	165
	The Literature Review	165
	The Presidents' Diaries	168
	The Structured Interviews	172
	MAJOR ACTIVITIES, PURPOSES, PARTICIPANTS AND MEDIA	176
	The Major Activities	176
	Purposes of the Activities	177
	Participants in the Activities	179
	Media Used	179
	SUMMARY	183
7	SUMMARY, CONCLUSIONS AND IMPLICATIONS	184
	SUMMARY OF THE STUDY	184
	The Purpose of the Study	184
	The Statement of the Problem	184
	The Justification of the Study	185
	The Design of the Study	186
	Structured Observation	187
	Data Collection	188
	Data Analysis	188
	FINDINGS	187
	SUMMARY	195
	CONCLUSIONS	196
	Proposition One	197
	Proposition Two	198
	Proposition Three	199
	Proposition Four	199
	Proposition Five	200
	Proposition Six	201
	Proposition Seven	203

CHAPTER	PAGE
Proposition Eight	204
Proposition Nine	205
Proposition Ten	206
IMPLICATIONS	208
Implications for College Administration	208
Implications for Further Research	210
BIBLIOGRAPHY	209
APPENDIX A Data Gathering Instruments	220
APPENDIX B Example of Coded Data	226
APPENDIX C The Structured Interview	246
APPENDIX D The Letter of Request, Subsequent Follow-Up Letters and the Presidents' Responses to Initial Data Analysis	251

LIST OF TABLES

TABLE		PAGE
1	Field Diary	68
2	Chronology Record	69
3	The Mail Record	70
4	The Contact Record	71
5	The Telephone Log	72
6	Analysis of the Number and Types of Activities on Which Each President Spent His Time	82
7	Analysis of the Time Spent in Scheduled Meetings by Six Alberta Public College Presidents	90
8	Analysis of the Time Spent at Desk Work by Six Alberta Public College Presidents	91
9	Analysis of the Time Spent in Unscheduled Meetings by Six Alberta Public College Presidents	93
10	Analysis of the Time Spent on Travel by Six Alberta Public College Presidents	95
11	Analysis of the Time Spent on the Telephone by Six Alberta Public College Presidents	96
12	Analysis of the Time Spent on Tours by Six Alberta Public College Presidents	98
13	Analysis of the Time Spent in Evening Activities by Six Alberta Public College Presidents	99
14	A Composite Analysis of How Six Alberta Public College Presidents Spent Their Working Time	102
15	Total Number of Activities and the Time Spent on Those Activities by Six Alberta Public College Presidents	103
16	Percentage Distribution of the Presidents' Activities by Duration (in minutes)	105
17	Analysis of the Average Number of Verbal Contacts and the Percentage of Time Devoted to this by Six Alberta Public College Presidents	108

TABLE

PAGE

18	Analysis of the Media Used in the Verbal Contacts: The Percent of Total Contacts and the Percent of Total Contact Time	110
19	Analysis of the Average Number of Internal Verbal Contacts by Six Alberta Public College Presidents	115
20	Analysis of the Average Number of External Verbal Contacts by Six Alberta Public College Presidents	118
21	The Percentage of the Average Number of Verbal Contacts Spent by the Presidents in Each Location	122
22	The Percentage of the Verbal Contact Time Spent by the Presidents in Each Location . . .	123
23	Analysis of the Figurehead Behaviors of Six Alberta Public College Presidents	127
24	Analysis of the Leader Behaviors of Six Alberta Public College Presidents	129
25	Analysis of the Liaison Behaviors of Six Alberta Public College Presidents	130
26	Analysis of the Interpersonal Behaviors of Six Alberta Public College Presidents	131
27	Analysis of the Monitor Behaviors of Six Alberta Public College Presidents	133
28	Analysis of the Disseminator Behaviors of Six Alberta Public College Presidents	134
29	Analysis of the Spokesman Behaviors of Six Alberta Public College Presidents	135
30	Analysis of the Informational Behaviors of Six Alberta Public College Presidents	137
31	Analysis of the Entrepreneur Behaviors of Six Alberta Public College Presidents	138
32	Analysis of the Disturbance Handler Behaviors of Six Alberta Public College Presidents . . .	139
33	Analysis of the Resource Allocation Behaviors of Six Alberta Public College Presidents . . .	140

TABLE

PAGE

34	Analysis of the Negotiator Behaviors of Six Alberta Public College Presidents	142
35	Analysis of the Decisional Behaviors of Six Alberta Public College Presidents	142
36	The Alberta Public College Presidents' Incoming and Outgoing Mail: An Analysis	143
37	Analysis of the Form of the Presidents' Daily Incoming Mail	144
38	Analysis of the Source of the Presidents' Daily Incoming Mail	147
39	Analysis of How the Presidents Handled the Daily Incoming Mail	149
40	Analysis of the Purpose of the Presidents' Incoming Mail	152
41	Analysis of the Form of the Presidents' Daily Outgoing Mail	154
42	Analysis of the Destination of the Presidents' Daily Outgoing Mail	156
43	Analysis of the Purpose of the Presidents' Daily Outgoing Mail	158
44	Summary of the Activities Recorded in the Presidents' Diaries and Their Location	169
45	Summary of the Participants in the Activities Recorded in the Presidents' Diaries	170
46	Summary of the Purpose of the Activities Recorded in the Presidents' Diaries	171
47	A Picture of How the Typical Alberta Public College President Spent His/Her Working Time	176
48	A Summary of the Purpose of the Alberta Public College President's Verbal Activities	178
49	A Picture of the Participants Involved With the Alberta Public College Presidents' Verbal Activities	180

LIST OF FIGURES

FIGURE		PAGE
1	A Basic Paradigm for an Open System	39
2	Elaborated Structural Elements Using Getzels - Guba and Abbott Adaptation Social Systems Model	40
3	The Steps Completed to Review the Literature Relevant to the Administrative Behavior of the Alberta Public College President	44
4	The Steps Involved in Developing Propositions About the Administrative Behavior of the Alberta Public College President	45
5	The Framework Used to Develop Propositions About the Administrative Behaviors of the Alberta Public College President	46
6	Procedures Used in Data Collection, Coding and Analysis	76
7	Percentage of Total Working Time Devoted to Six Major Categories of Activities by President A	83
8	Percentage of Total Working Time Devoted to Six Major Categories of Activities by President B	84
9	Percentage of Total Working Time Devoted to Six Major Categories of Activities by President C	86
10	Percentage of Total Working Time Devoted to Six Major Categories of Activities by President D	87
11	Percentage of Total Working Time Devoted to Six Major Categories of Activities by President E	88
12	Percentage of Total Working Time Devoted to Six Major Categories of Activities by President F	89
13	A Comparison of the Percentage of Time Spent by Each President in Scheduled Meetings	91

FIGURE		PAGE
14	A Comparison of the Percentage of Time Spent by Each President Working at His Desk	92
15	A Comparison of the Percentage of Time Spent by Each President in Unscheduled Meetings	94
16	A Comparison of the Percentage of Time Spent by Each President on Travel	95
17	A Comparison of the Percentage of Time Spent by Each President on the Telephone	97
18	A Comparison of the Percentage of Time Spent by Each President on Tours	99
19	A Comparison of the Percentage of Time Spent by Each President in Evening Activities	100
20	A Composite View of the Proportion of Time Devoted to Each Category of Activity by the Six Alberta Public College Presidents	104
21	The Percentage of Verbal Contacts in Which the Presidents were Involved with Various Categories of Individuals	112
22	The Percentage of the Total Verbal Contact Time Spent by the Presidents with Various Categories of Individuals	113
23	A Comparison of the Time Spent by the Typical President with Internal Groups	116
24	A Comparison of the Percentage of Time Spent by the Typical President with External Groups	119
25	Proportion of Total Verbal Contact	120
26	Proportion of Total Verbal Contact Time	121
27	The Percentage of the Number of Verbal Contacts by Categories of Purpose	124
28	The Proportions of the Verbal Contact by Categories of Purpose	125
29	A Comparison of the Form of Incoming Mail Received by the Typical President	145

FIGURE

PAGE

30	A Comparison of the Source of the Incoming Mail Received by the Typical President	148
31	A Comparison of How the Typical President First Handled the Incoming Mail	150
32	A Further Comparison of How the Typical President Disposed of Incoming Mail	151
33	A Comparison of the Purpose of the Incoming Mail of the Typical President	153
34	A Comparison of the Forms Used by the Typical President for Outgoing Mail	155
35	A Comparison of the Destination of the Outgoing Mail of the Typical President	157
36	A Comparison of the Purpose of the Typical President's Outgoing Mail	159

CHAPTER I

INTRODUCTION

Postsecondary education in Alberta began in 1903 with the establishment of Alberta College by the Methodist church. A period of rapid growth of postsecondary education followed and, by 1916, thirteen additional institutions had been founded: six private colleges, the University of Alberta, two Normal schools, three schools of agriculture and an Institute of Technology and Art. The private colleges concentrated mainly on secondary education and theological training; one private college, Mount Royal, became affiliated with the University of Alberta in 1931. Students who attended Mount Royal college after that time were also considered to be in the first year of the university's baccalaureate arts program.

The first public college in Alberta was established at Lethbridge in 1957 and with this the provincial government stated their position "that government financial support would be available to the college only if it offered 'non-university courses of a vocational nature' in addition to university courses" (Berghofer and Vladicka, 1980:19).

The Public Junior College Act of 1958, affirmed the government stance that colleges should offer a variety of general and vocational programs, in addition to university courses.

Three junior colleges were established during the next decade. They were located at Red Deer, Medicine Hat and Grande Prairie. In addition, Mount Royal college converted from private to public college status. In 1969, the Colleges Act redefined the administration and role of public colleges: they were removed from school board control to become provincially supported institutions and the college role was redefined by dropping "junior" from their titles. In 1970, Grant MacEwan Community College was established, and in 1978, four provincially administered colleges, Fairview, Lakeland, Keyano, and Olds, were converted to independent public colleges.

Today Alberta has a comprehensive postsecondary system consisting of universities, public colleges, private colleges, institutes of technology, vocational training centers, and specialized training institutions for the petroleum industry and fine and performing arts. This study examined only one part of the postsecondary system, the Alberta public colleges.

The Alberta public colleges operate under the "Colleges Act" which provides for the appointment of a Board of Governors to administer each institution. The Act also provides for an academic staff association with collective

bargaining rights. An academic council was also established by legislation to recommend policy of academic matters to the board. The position of president and some specific expectations for this position are identified in this act. The president is a member of the Board of Governors and a member of Academic Council.

The college president is at the top of the administrative hierarchy in the college. The Colleges Act established two committees in which the president must participate, however the rest of the job description is not specified. Writers such as Nason (1979), Kamm (1982), and Kaufman (1980) suggest the college president is in a position of power and authority, that it is the most important position in the organization. Other writers, such as Millett (1962, 1978), Cohen and March (1974), McCall (1978), Walker (1979), and Kerr (1982) suggest the nature of the college community (internal and external) makes this position little more than a figurehead. They suggest the president has little, if any, power and authority, and they question the importance of this position in the organization.

This study examined the college presidency in Alberta and attempted to determine what the college president actually does.

PURPOSE OF THE STUDY

The purpose of this study was to observe, describe and analyze the administrative behavior of Alberta public college presidents with a view to developing some propositions about the nature and function of their work.

The major purpose of this study was pursued by addressing the following sub-problems:

1. What is the nature of the president's activities as reflected in the presidents' diaries of activities?
2. What are the perceptions of the presidents regarding their administrative behavior?
3. What are the roles and functions performed by the presidents in the process of administering their colleges?
4. What are the major activities to which the presidents devote their time during their working day?
5. What is the purpose of these activities?
6. Who are the major participants in the presidents' daily activities?
7. What media (verbal, written) do the presidents use in the activities completed during the working day?

SIGNIFICANCE OF THE STUDY

Significance for Theory

The president of a college is the top person in the administrative hierarchy. The college environment is very

complex and influences the president's administrative behavior.

The literature related to the college president has focused primarily on administrative processes, tasks and functions. The emphasis in most studies is on the expectations of others for the role of the college president or the college presidents' perceptions of what they are doing, or ought to be doing. Wayne Anderson provides an example of this in his article "Diary of a Freshman President." Anderson (1982) provided an actual daily diary of his activities during the first year of his presidency. He made no attempt to describe specific behaviors or relate his experience to other studies.

The present study adds another dimension to the available literature. To the literature that has dealt with the behavior of college presidents as it ought to be, or as it is interpreted and reported to be by the person performing it, this study adds the dimension of what a college president does in performing his administrative duties as observed by someone else. Recent authors (Campbell, 1970; Mitzenberg, 1973; Cohen and March, 1974) have suggested that we must analyze what managers and administrators actually do so we can improve the training of educational administrators.

To this researcher's knowledge, no observation studies have been done of college presidents and more specifically of Alberta public college presidents. Thus, an observation

study of Alberta public college presidents may well add to the understanding of the behavior of top level administrators in postsecondary educational organizations.

Significance for Practice

The description of the administrative behaviors of the Alberta public college presidents provides a useful framework for persons planning educational administration programs. It would be helpful to individuals planning their own personal professional development activities, to individuals planning professional development activities for presidents and aspiring presidents, and to individuals planning curriculum content for educational programs in relation to those components which specifically address the preparation of the college president.

The knowledge gained from this study would be useful for aspiring college presidents to provide greater insight into "what they are getting into" before they accept a position as a college president.

A third practical use of this study would be to assist practising college presidents by comparing their own administrative behavior with that of others in comparable positions.

A final practical use for this study would be to assist college boards in the understanding of the role of their chief executive officer, the president. It would also assist them in the definition of the president's position.

the evaluation of this position, and when necessary, in the recruitment and selection of a president.

DELIMITATIONS

1. This study focused on the content of the Alberta public college president's work -- the activities engaged in each work day. It dealt with what was done, not how it was done, and no reference was made to the specific administrative style of the various presidents.

2. The population for the study was limited to Alberta public college presidents. There are ten of these, however only six were chosen for this study.

3. The decision to observe six out of the possible ten was made because of the time-consuming nature of the observation technique for gathering data, and the financial costs of gathering these data.

4. The time, distance and expense involved in conducting this study limited the collection of data to one observation period. The visits were made in the spring of 1984.

5. The observation periods were for five days each with four presidents, four days with one president, and three days with one president for a total of twenty-seven days of observations. These observations provided the data for an in-depth analysis of the presidents' work activities.

LIMITATIONS

1. The researcher acknowledges the subjectivity

involved in the observation and interpretation of the administrative behaviors of the presidents. To minimize this the following techniques were used:

- a) development of categories following guidelines of Mintzberg (1973) and Duignan (1979);
- b) completion of a pilot observation on a college president not included in the sample;
- c) checking of the pilot observations with an impartial rater and determination of any observer "bias";
- d) checking the appropriateness of the categories with the presidents before beginning the observations; and
- e) checking the interpretations periodically with the presidents.

2. The presence of the researcher may have altered the behavior patterns of the presidents, either consciously or unconsciously. To minimize any effect the researcher may have had the following were implemented:

- a) anonymity was guaranteed to each president;
- b) a detailed explanation of the project was provided in advance to each president;
- c) the researcher was open and friendly with each president and with others who were part of the observed activity;
- d) an unobtrusive, non-judgmental presence was maintained, and

e) a cooperative, candid and amicable approach with each president was assumed.

3. The sample size, and the number of visits with each subject imposed a limit on the generalizability of the findings.

ORGANIZATION OF THE THESIS

This chapter has presented (1) an introduction to the study, (2) the purpose of the study, (3) the significance of the study, (4) the delimitations, and (5) the limitations. The following chapter presents a review of literature and research related to the study. The conceptual framework is also explained in this chapter. Chapter 3 presents the research design for this study and explains in detail the methodology used in the data collection and analysis.

Chapters 4 and 5 present the data analyses. Discussion of the findings about the nature of the president's administrative behavior are presented in Chapter 6.

The final chapter provides a summary of the study, conclusions, propositions about the president's administrative behavior, and implications for theory and practice as well as for further research.

CHAPTER 2

RELATED LITERATURE AND A CONCEPTUAL FRAMEWORK

LITERATURE REVIEW

The purpose of the literature review was to provide a context for this study in relation to prior research and theories. The literature reviewed encompasses the following fields of study: (1) studies of administration as a set of processes, principles and/or tasks; (2) studies of the role of administration; (3) studies of the content of administrative work; and (4) studies of the administration of postsecondary education. The specific studies of postsecondary education focus on the college president: the context of the organization of postsecondary education, the role of the college president and the content of the president's work.

Administrative Processes, Principles and/or Tasks

Administration means different things to different people, however writers agree that administration is a necessary part of organized activity.

Robbins (1976:14) suggests administration is

getting things done through the effort of others;
getting from where we are to where we want to be
with the least expenditure of time, money, and

effort; or the process by which individual and group effort is coordinated toward superordinate goals.

Miklos (1968:2) states administration is a process present in an organization. He refers to the 1955 definition of the American Association of School Administrators as "the total of the processes through which appropriate human and material resources are made available and made effective for accomplishing the purpose of an enterprise."

Griffith (1959:62) also considers administration as a process when he proposes the proposition that administration is the performance of the administrative process by an individual or a group in the context of an enterprise functioning in its environment.

Getzels (1968:52) agrees that administration is a process, however it is a social process and its context is a social system. He further suggests (1968:53) that administration always functions within a network of interpersonal, or more broadly, social relationships which makes the nature of this network a crucial factor in the administrative process.

Sergiovanni (1980:5) says administration is generally defined as the process of working with and through others to efficiently accomplish the organization's goals.

Administration and management are terms often used by authors to investigate and discuss the same concept. This

researcher will use these terms interchangeably. Koontz (1982:11) describes management as "an essential activity; it ensures the coordination of individual effort toward achieving group goals." He also agrees with Getzels' system model and suggests (1982:11) "managing is an open system that operates within and interacts with the environment."

Although the authors reviewed have varying definitions of administration they agree administration is a process and that it involves people. The definition of Robbins (1976:15) will be used as the focus for this study; that is, "administration is the universal process of efficiently getting activities completed with and through other people."

Evidence of administrative practise dating back to very early civilization is discussed by Claude George (1972:24-27). He speculates that the management process may have begun in the family organization, moved to the tribe and finally to the formalized political unit. The Egyptians provided examples of planning and organizing in the construction of their pyramids. The ancient Chinese recognized the need for a methodological way to select employees for their civil service system. The Greeks have provided documents of their thinking on the universality of management, specialization, management as an art, employee selection and motion studies.

George suggests management during the early period of history was mostly on a trial and error basis. He speculates again that poor communications, inadequate

records and failure to analyze reasons for nonsuccess contributed to these early civilizations not benefiting from the earlier experiences of others. He states (1972:25) however that

Evidence of managerial practices clearly indicate . . . that some principles of management were recognized in these early times and communicated at least locally on a "how-to-do-it" basis.

The medieval period offered insight into managerial practise and the thinking of the early management elite. George (1972:45) credits Machiavelli with providing four managerial principles: (1) reliance on managerial consent; (2) cohesiveness; (3) leadership; and (4) the will to survive.

During the 1700's writers were firm oriented. Adam Smith wrote on the manager's job in meeting the needs of the firm to supply the customer's demand. In the early nineteenth century writers began thinking and writing about managers and management from many approaches. The idea of the importance of management to the firm began to develop.

In the modern era of administration and management three major points of view have received attention. Getzels (1968) identifies these as (1) a managerial emphasis, (2) a human relations emphasis and (3) a social science emphasis.

The managerial emphasis focused on how managers could maximize the output of workers by applying the principles of scientific management. Frederick Taylor is considered as the Father of Scientific Management. Taylor aimed his work

at lowering the unit cost of production by (1) distributing very minute and specialized tasks which when taken together would get the job done and (2) coordinating these small specialized tasks to accomplish the entire job (Owens, 1970:5). He ignored the motivational, interpersonal and emotional factors of human behavior and concentrated on the task to be performed with minimal interpersonal contacts. Taylor (1911:36-37) saw the function of the manager to be to (1) develop science for each element of a man's work; (2) scientifically select and then train the workman; (3) cooperate with workmen to insure work is done according to principles developed and (4) equally divide the work and responsibility between the management and the worker.

In 1916, Henri Fayol published his principles of effective management. He focused his attention on the manager rather than the worker and advocated a clear separation of the process of administration from other aspects of the organization. Fayol (1949:19-20) states his principles on which management should be based as (1) division of work; (2) authority and responsibility; (3) discipline; (4) unity of command; (5) unity of direction; (6) subordination of individual interest for the general interest; (7) remuneration; (8) centralization; (9) scalar chain; (10) order; (11) equity; (12) stability of tenure; (13) initiative and (14) esprit de corps. He emphasized there are common elements of the process of administration in different organizations and identified

five functions which comprise all managerial activity. These are planning, organizing, commanding, coordinating, and controlling.

In 1937, Gulick, influenced by the work of Fayol, identified seven important managerial functions and used an acronym, POSDCoRB, to represent the functions of planning, organizing, staffing, directing, coordinating, reporting, and budgeting.

The human relations point of view began with the work of Mary Follett in 1941. Getzels (1968:31) summarized Follett's work and contends that "the central problem of any enterprise . . . is the building and maintaining of dynamic yet harmonious human relations." Coordination is the underlying strategy of effective organizations. Follett contends the manager accomplished this through the use of four fundamental principles of coordination: (1) coordination by direct contact of the responsible people concerned; (2) coordination in the early stages; (3) coordination as the reciprocal relation of all the factors in a situation and (4) coordination as a continuing process. George (1972:132) says, "Follett more than any other individual, is responsible for the group process approach to solving managerial problems."

The social science point of view began with the work of Barnard in 1938. Barnard set forth the need for a general theory of administrative relationships and advocated they

should be placed in the context of the social science of behavior. Getzels (1968:42) says,

Barnard's analysis of the relationship between effectiveness and efficiency, formal and informal organization, cooperative achievement and personal satisfaction provides a heuristic framework for studying and understanding the most crucial aspects of administrative behavior.

Three characteristics of social systems are noted by Getzels (1968:54), to be "the interdependence of the parts, their organization into some sort of whole, and the intrinsic presence of both individuals and institutions."

The authors reviewed agree that administration is a process. This process is guided by general principles of management. These principles arise from three schools of thought, a managerial (scientific management) emphasis; a human relations (people) emphasis and a social systems (relationship) emphasis. The functions of administration are similar in all the literature reviewed. Fayol's five functions of planning, organizing, commanding, coordination and controlling are included in the analyses of managerial functions.

Chester Barnard (1966:217) identifies additional functions as he says the essential executive functions are "first to provide the system of communication, second to promote the securing of essential efforts and third, to formulate and define purpose." He further suggests (1966:231) that "executive functions may be distinguished as maintenance of morale, the maintenance of the scheme of inducements, the maintenance of schemes of deterrents,

supervision and control, inspection, education and training."

Some writers view administration and decision-making as almost synonymous. Herbert Simon (1977:1) says, "A general theory of administration must include principles of organization that will ensure correct decision-making, just as it must include principles that will insure effective action." Owens (1970), Miklos (1968), Griffith (1959), Litchfield (1956), and Duignan (1979) agree with Simon that decision-making is extremely important to administration. Duignan (1979:29) suggests much of the administrators on-the-job behavior can be understood in terms of the decision-making cycle, that is "most of what the administrators do can be categorized as to whether it consists of developing, facilitating, or evaluating the decision making process."

There is no disagreement among authors reviewed that administration involves decision-making. Miklos (1968:5) says, "the administrator either makes the decision, creates structures and conditions for making decisions, or controls the decision-making process in an organization."

Simon (1977) says that a theory of administration would not be complete without principles to assure effective decision-making would take place.

Griffith (1959:74-75) agrees with Simon and says

The key concept . . . is that of directing and controlling the decision-making process . . . It is central in that all other functions of administration can best be interpreted in terms of

the decision-making process. Decision-making is becoming generally recognized as the heart of organization and the process of administration.

This all-pervasive quality of decision-making is reinforced by Litchfield (1956) when he refers to administration as a cycle of activities that begins and ends with decision-making. Owens (1970:90) summarizes Litchfield's contribution as follows:

This cycle which for Litchfield comprises the "administration process," involved the administrator not only in the making of decision, but in the establishing of arrangements to implement these decisions (programming), to keep the organization informed (communicating), to adhere to the plans decided upon (controlling) and to evaluate results (reappraising). Presumably a new cycle of administrative process will flow from a reappraisal.

Simon (1977) further suggests that all persons in an organization are involved in decision-making but that depending on the individual's role in the organization, different kinds of decisions are made and different amounts of time are devoted to decision-making. The top administrators spend a great amount of time in decision-making activities, and the nature of their decisions is usually global. Owens (1970:91) sums up Simon's view of this specialized decision-making when he states:

With general policy making concentrated at the top, policy specification carried out at the middle ranks, and actual work performance carried out at the lower ranks, the organization becomes an efficient tool for making and implementation of decisions.

Individual styles of administration will influence decision-making models in the organization, however all administrators are involved in decision-making. Duignan (1979:29) suggests much of the administrators' on-the-job behavior can be understood in terms of the decision-making cycle, that is, "most of what the administrators do can be categorized as to whether it consists of developing, facilitating, or evaluating the decision-making process."

Koontz (1982) suggests there are eleven approaches to management. One of these is to look at the roles managers fill.

The Role of Administrators

A role, according to Sergiovanni (1980:319), is a set of integrated behaviors associated with an identifiable position. Robert Owens (1970:48) suggests that roles are occupied by people who behave in accordance with established prescriptions for their roles. People also have their own personality that affects their role behavior. Owens (1970:71) says that:

The various offices or positions in an organization carry with them certain expectations of behavior held by both onlookers and by the person occupying the role. These expectations generally define role, with some additional expectation that the individual will exhibit some of his own idiosyncratic personality in his role behavior.

John Miner (1973) comments on role prescriptions and role behavior. He says role prescriptions are those specific behaviors attached to a position that specify what

an individual is expected to do. Role behavior consists of the actual activities and behaviors an individual performs in a position. There are both formal and informal expectations and pressure is exerted on the individual to have role prescription and role behavior as close together as possible.

Getzels (1968:106) says, "the proportion of role and personality determining behavior will vary with the specific system, the specific role, and the specific personality involved." He further states that in all organizations some discrepancy always exists between role expectations and personality disposition.

Owens (1970:76) says there are three types of roles that must be filled by administrators -- group task, group building and maintenance, and the individual's role to satisfy his own needs.

Sergiovanni (1980:326) summarized his review of the literature on administrative role activities as being "more similar than different across organizations . . . differences would be in emphasis rather than in kind."

Gaynor (1975) discusses the variety of roles possible in the classification of administration. He says (1975:31) that the specifics of the roles are quite different, however, they also share significant common elements. He advises it is necessary to focus on a specific role and then to define it within a conceptual framework broad enough to relate to other administrative roles as well.

Mintzberg (1973:4) focused his study on five chief executives in a variety of organizations and concluded that "managers jobs are remarkably alike" He recognized that the personality of individuals may affect how a role is carried out, however, he indicates the critical aspect is that the role is performed. He further states (1973:56-57) all managerial activity can be divided into three groups -- interpersonal relationships, information relationships and decision-making.

Within the interpersonal relationships, the manager's first role is that of a figurehead. In this role he represents the organization in all matters of formality. Secondly, the manager fills a liaison role, in which he interacts with his peers and others outside his organization to gain favors and information. The third interpersonal role is that of leader when the manager is involved with his subordinates -- motivating, staffing and so on.

The manager is in a focal point to receive and provide information from outside and inside the institution. In this information relationship the manager first is a monitor; he receives and collects information. Secondly, he is a disseminator, that is, he transmits information into his organization. The last role in the information relationship is that of spokesman. This involves disseminating organization information into the environment.

Four roles are carried out in the decision-making relationship. First, the manager is in the entrepreneur

role where his function is to initiate change. Secondly, he is a disturbance handler where he takes charge when the organization is threatened. Resource allocation is the third role and involves decisions on where the organization will expend its efforts. In the fourth role of negotiator, he deals with the necessary situations when he must enter negotiations on behalf of his organization.

Mintzberg explains that each of the roles is observable, therefore activities can be categorized into the various role descriptions. It is important to note that although the roles are described individually they should not be considered in isolation of one another. The ten roles form a gestalt, an integrated whole, with one role leading into another. This suggests that the roles are useful as a categorizing instrument for managerial behavior, and that all roles are critical to the overall task of managing.

Administrative roles provide one way to study administrative behavior. However, since administration has been described as a process it can also be studied as a process of functions. Getzels (1968:218) suggests "one of his major functions is to integrate role and personality in the fulfillment of organizational goals"

What tasks does an administrator perform in the process of administration? What are the day-to-day activities, and what is the content of this work? These questions will now be considered.

Content of the Work of Administration

Decision-making has been identified as one important part of the work of the administrator. Many other activities are also part of the daily work of administration. Koontz (1982:30) suggests coordination is the essence of management. He states, "the achievement of harmony of individual effort towards the accomplishment of group goals is the purpose of managing."

Sergiovanni (1980:8-11) identifies four critical responsibilities of administrators: (1) achieving objectives; (2) maintaining the organizational system; (3) adapting to forces in the organization's external environment; and (4) internal maintenance. He further suggests the processes of planning, organizing, leading, and controlling are critical to meeting administrative responsibilities.

Drucker (1974:45) states, "The administrative job of the manager is to optimize the yield from . . . resources." He identifies three primary tasks: (1) economic performance; (2) making work productive and the worker achieving; and (3) managing social impacts and social responsibilities. Drucker suggests most managers spend a lot of their time on things that are not managing. He says (1974:615), "It is not top management work if someone else can do it." Five basic operations are identified by Drucker as the work of the manager. These are: (1) setting objectives; (2) organizing; (3) motivating and

communicating; (4) measuring; and (5) developing people, including himself. Drucker (1974:611) further advises that the job of the top manager is multi-dimensional; it includes (1) the task of thinking through the mission of the organization; (2) the need for standard setting; (3) responsibility to build and maintain the human organization; (4) major relations with the external community; (5) ceremonial functions; and (6) "stand-by" for major crises.

Joe Kelly (1980) summarized studies of top executives in his book, How Managers Manage. He found managers worked excessive hours, including evenings, and spent most of their time interacting with or influencing people.

Mintzberg (1973) presented the findings of his research into managerial work, plus the results of other related research, in The Nature of Managerial Work. According to Mintzberg (1973:28-53), the characteristics of managerial work can be summarized as follows: (1) managers perform much work at unrelenting pace; (2) managerial activity is characterized by brevity, variety and fragmentation; (3) managers have a preference for live action; (4) managers prefer the verbal media as opposed to the written; (5) managers maintain relationships with a variety of contacts -- superiors, outsiders and subordinates; and (6) managerial activities are a blend of rights and duties.

Again Mintzberg (1973:101-103) suggests that managerial work may vary somewhat dependent on the environmental variables, but says the similarities of the manager's work

outweigh the differences. He (1973:171) concludes his discussion of managerial work by saying

The managers' activities are characterized by brevity, variety and fragmentation. The vast majority are of brief duration, on the order of seconds for foremen and minutes for chief executives. A great variety of activities are performed, but with no obvious pattern. The trivial are interspersed with the consequential so that the manager must shift moods quickly and frequently. There is great fragmentation of work, and interruptions are commonplace.

The manager's job is not one that breeds reflective planners; rather, it produces adaptive information manipulators who favor a stimulus-response milieu. The manager's work is essentially that of communication and his tools are the five basic media -- mail, telephone, unscheduled meetings, scheduled meetings, and tours.

Robbins (1976:27) agrees with Mintzberg that administrative skills are transferable. He suggests the more similarity in the organizations the easier is the transfer and maintenance of similar levels of performance. He cautions when there is a difference in culture, technology, life stage of the organizations and/or positional locale, "we must be careful to ascertain the effect of this difference on the fusion between the administrator and the organization."

Postsecondary Education

The organizational context. Millett (1962:31) says, "the internal organization of a college or university . . . is different in setting, in purpose, in operation and hence in internal organization."

Universities and colleges have some bureaucratic characteristics such as a formal division of labor with an administrative hierarchy, but there is very little direct supervision of the work of the major group of employees, the faculty, and there are few detailed rules directing the performance of academic work. Blau (1973:2) says

bureaucratic rigidity and discipline are incompatible with scholarship which requires a flexible, imaginative approach to teaching that stimulates student interests and the freedom to explore original ideas and depart from the established practices in the pursuit of knowledge.

An interesting difference in universities and colleges compared to business organizations is that in higher education the faculty perform in the line function of teaching and administrators provide most of the supportive staff service, while in business the professional specialities are in the staff and the administration is the line function.

Cohen and March (1974) refer to the universities and colleges as "organized anarchies." They say that university and college goals are ambiguous, their technologies are unclear and professionals dominate the work force and decision-making process. Frank Lutz (1982) refers to organizations of higher education as "loosely coupled or garbage can models" and Weick (1976) also refers to them as "loosely coupled and anarchic systems." Mintzberg refers to the professional bureaucracy in a similar way and suggests this loose coupling is necessary for professionals to serve their clients well.

Higher education is a community of scholars with collegial decision-making and an utopian prescription for operating the educational system. The principles of a community of scholars are that faculty, students, administrators and alumni participate in decision-making. The goal is to provide an environment of learning, not a product of learning, through the interaction of scholar and student. There is an honest attempt to avoid a hierarchy of power. Millett (1962:65) suggests the "key element in the academic process is the faculty. It is the faculty which realizes or fails to realize the basic objectives of each college or university."

Other key members in the higher education organization are students, alumni, and the board of governors. Students have academic and social power and select universities and colleges for various reasons. Millett (1962:148) states, "By the self-selection of their interests and of the college or university most likely to meet them, students are a vital element of power in the academic community." The alumni may participate directly or indirectly in the academic community. They are concerned with preserving and defending the values of higher education. They are an influence on the university and college because they have been there. They understand it, sympathize with its objectives, constructively criticize it and support it. The ultimate authority of the institution of higher education lies with the board of governors that represents the public interest.

The board relies heavily on the president and his senior staff to provide it with the necessary information to make good, informed decisions. Administrators facilitate the work of the various components of the structure; however, conflict does occasionally arise in this structure and the administrators are then forced into a decision-making mode.

Millett (1978) suggests that in an organized anarchy model, such as that proposed by March and Cohen (1974), the leadership role of the president is ambiguous. There is enough bureaucracy in place to organize and coordinate the output. The board was never given authority to make "academic" decisions and the president spends a great deal of time with the academic constituents in their role as "partners or adversaries." Millett (1978:38) suggests

The academic community is subject to the authority of a governing board that does not in fact govern, the board has delegated substantial authority to faculties and to students. The academic community is led by a president who exercises management authority over support services, or institutional budget, and an institutional plan but who lacks management authority over the essential output programs of instruction, research and public service.

He (1978:248) further states that "higher education is a highly individualized productive enterprise concerned with conserving and advancing learning." This enterprise "does not charge the cost of all its services to its direct clients but obtains a substantial part of its resources from society" (Ibid). In addition, the outputs of this organization are produced by professionally educated and

experienced faculty members. These organizations are characterized by a high degree of autonomy or decentralization of the productive units, but a high degree of centralization in the performance of support services. There is also a distinctive need for linkages of the organization with society.

Pugh (1976:15) says higher education is a "personal bureaucracy." This type of bureaucracy is dependent upon financing and services given centrally. The members

. . . are not regulated in their daily workflow activities by the impersonal control techniques typical in manufacturing. They are "line controlled" and they themselves may be the line. What personnel bureaucracies do have are formal procedures controlling how new members are recruited, how remuneration and promotion are given, and how members may be discharged, i.e. hiring, raising and firing. Control over entry and rewards offsets less direct control over work after entry.

Lutz (1982) cautions on the future and says, "If universities are to meet the challenges of the 1980's . . . they will have to become more tightly coupled." He further adds that accountability is being demanded by the public and questions if it is possible to maintain institutional autonomy and academic freedom. He expresses the concern that administrative control will destroy the very essence of the system, a system which requires loose coupling for successful outcomes. His final optimistic thought, however, is that surely another organizational structure can evolve to meet both needs.

Governance of higher education is a complicated endeavor. The structure established to govern reflects the unique characteristics of universities and colleges as organized enterprises. There is very little difference between a college and university, however, there are some differences of size, life stage of the organizations, scope of educational activity and degree of internal complexity which separates the two.

The role of the college president. Kaufman (1980:ix) states, "The college and university presidency is an anomalous role, for no career line serves as preparation for it. Nor does the position carry security; . . . the average length of service is five years." Despite Kaufman's comments, Ingraham (1968:149) identifies three major aspects of the president's role. The first is the external role, that is representing the institution to the public. Secondly, there is the internal role of educational leadership within the institution, and third are the administrative functions. The administrative role is very time consuming and consists of an enormous amount of routine, albeit high-level routine work.

The Board of Directors of the State Colleges of Pennsylvania in 1978 identified four general areas for which the president has responsibility. They are essentially the same as the areas identified by Ingraham except they have identified them as (a) administrative leadership and management; (b) academic leadership and management; (c)

internal relationships; and (d) external relationships (Kaufman, 1980:101).

Coons (1967:59) discusses three role areas of necessity for the president to fill. These are (1) support -- trustee relationships, administration relationships, contact with major donors and alumni leadership; (2) educational leadership -- the faculty, the inner academic mechanisms, and the student leadership; and (3) inner security -- the president's own personal life, his own mind and spirit.

Kamm (1982) views the president as an academic leader, as a leader in managing institutions, as a leader in relation to people, communication, planning, and crisis. He suggests (1982:ix), "It is only when able administration is coupled with leadership that an institution of higher education has an opportunity to come to full flower."

Writers generally agree the president is expected to be a friend to the students, a colleague to the faculty and a good fellow with the alumni. Presidents also need to have excellent communication skills as they represent and interpret the institution to others. Kaufman (1980:14) says the president should be "the one person who does not lose sight of the institution's goals. The president should constantly influence the shaping and reshaping of those goals."

According to McGrath (1967), the president's role has changed from the outstanding scholarly leader with ultimate authority to a role of mediator. He tells us (1967:5) that

the age of the autocrat, the day of the highly visible and often nearly omnipotent president, is over . . . the role of today's president must be that of mediator in order to hold the elements of the institution together . . . he also needs to be an educational leader and innovator to keep the institution moving.

McGrath feels it is imperative that the president fills a role of innovator. He (1967:7) refers to the innovator as one who does "the planting, cultivating, nurturing and helping of new educational ideas to come to bloom."

Tolley (1967:24) emphasizes the importance of the president's relationship with the board. He says, "No one can survive as a college president if he is not skilled in the direction and management of trustees." Salmen (1971) agrees with Tolley on the importance of the president's relationship with the board, however, Fielder (1967:35) says that the president "must be ever cognizant that his most immediate and pressing responsibilities will lie in the relations with his faculty."

Ness (1971:30) advises that an important role for the president is to protect and preserve academic freedom. He suggests further that this is the essence of the postsecondary educational institution, and without this freedom, knowledge can never be advanced. The president also must work to maintain an "esprit de corps" within the institution, and constantly encourage innovation and questioning of the status quo. Without this questioning and experimentation the well being of the postsecondary

educational institution will soon become a major problem according to Ness.

Stover (1974:191) suggests that the role of the president is multi dimensional and that it is impossible to meet all these expectations.

Even a superman cannot meet all the presidential demands in so many varied fields, such as campaigning for funds, administering educational programs, scholarship, balancing budgets, directing building projects, lecturing, personal relationships, hiring and firing, publicity, serving on innumerable committees, diplomacy, statescraft, and representing the institution.

The role expectations for the president are many and should lead to a varied content of the president's work.

The content of the president's work. The literature reviewed supports the picture of the college president as a person overworked, filling a wide variety of roles and often doing the work that should be delegated to others. Ingraham (1968:256) says, "Overwork, including inappropriate work, is perhaps the most crucial problem concerning academic administration today." He quotes studies showing the average work week of the president is from 65 to 75 hours per week.

It is an interesting dilemma for the president that he has little influence in the key functional area of the college -- the classroom! Kaufman (1980:49) explains that the "president's least amount of influence is in the area of what takes place in the classrooms, laboratories, and libraries of a college or university." He further suggests that the president has some opportunity to become involved

in this, but it is "only through persuasion, encouragement, creation of an environment, the honoring and rewarding of important values, that the president influences the learning experience and outcomes." McGrath (1967) discusses the work of the president in planting "seeds" of ideas among the faculty. He suggests that the president must always be on the look-out for new ideas and when they surface they need to be encouraged. Fielder (1967:43) discusses the relationship of the president with the faculty and says, "He functions best when he is thought of as the head of a vital community of scholars, who in the aggregate constitute the college or university."

Coons (1967:70) says, "The president should devote major time to those segments of his constituency and those activities that will really affect the determination of policy, and especially to those relationships which only he can do." He further adds that presidents must remember their first duty is to the educational enterprise, and they should not try to do the work of the academic dean, the director of student services, and/or the director of administration as these positions are filled with people who need to be given the authority to carry out their job.

Ness (1971) suggests that the major part of his work day as president was taken up with helping to solve problems. To do this successfully, he warns aspiring presidents, they must be prepared to accept shortcomings in their staff. He suggests that you must learn to tolerate

✓ dissent and argument as if it is a fact of the every day life of the president. At the same time, however, it is necessary to have sensitivity to the issues but not to be over sensitive.

Problem solving is closely tied to decision making, and Ness (1971) emphasizes the importance of involving others in decision-making. Most decisions relate to people, and writers in administrative and decision-making theory agree that better decisions are made and implemented when those affected are involved. Ness (1971:13) cautions that the president should never make a decision until he has to and that he also should never make a decision someone else should make. He further suggests that it takes less time to touch base with others than to mend fences after and he warns that the importance of even a trivial decision should not be underestimated.

Walker (1979:118-133) tells us that presidents should stay out of the day-to-day operations, and that they should delegate. He says that one of the most important responsibilities of a president is to be the "horizontal planner." He should preside over the decision-making process and insure decisions are made, but he does not make them himself.

An important part of the president's work is public relations. Ness (1971), Rushing (1976), Salmen (1971), Dressell (1981), and Kaufman (1980) discuss the problems encountered in always being viewed as the president and the

need to be cautious whenever public statements are made. The president is asked to speak at luncheons, supper meetings, and public functions, and on all occasions his views are taken as those of the institution. The news media must be managed carefully and avoided as much as possible. Public stands on controversial issues should be avoided whenever possible.

Another large part of the president's work, that all authors reviewed agree on, is that of fund raising. This is often done as part of a larger public relations function, however, it may involve one-to-one solicitations. Fund raising is a normal part of the university president's work day, however, it does not occupy as much time for the two-year college president.

Rushing (1976:45) claims another significant aspect of the day-to-day job is interpretation of regulations and policies. Student rights groups and other internal employee groups demand collective bargaining agreements which clearly delineate their rights. Equal employment opportunity commissions and affirmative action groups insist on policies that not only do not discriminate but often give them an advantage.

Salmen (1971) advises that the president spends a great deal of his time with members of the board of trustees for his institution. It is through the president that most of the relations between the governing board and the campus occur. Salmen (1971:39) says "nothing of importance should

come to a board as a surprise; the president should have talked individually or in small groups with the members first." The president must know the trustees well as individuals and be able to determine which individuals would readily like to (and be able to) serve on institutional committees, assist with fund raising, etc. He must continually remind the board of the purpose of their institution.

Wayne Anderson (1982:5-9) identified some of the content of his job as a freshman president. He was involved with the physical plant, salary negotiations, budgets, campus morale, alumni pressure, fund raising, public speaking, committees, students, faculty, the press, other administrators, meetings and constant stress. Salmen (1971) identifies almost exactly the same activities for presidents. He adds other activities such as faculty hiring, mediator/interpreter, policy development, educational leader and board liaison to Anderson's list.

The college president fills many complex roles. He/she is a person expected to perform exceptionally in all activities in which he/she becomes involved. The work is varied and very time consuming and the expectations of the job leave little time for a personal life.

CONCEPTUAL FRAMEWORK

A Conceptualization of Administrative Behavior

Administration has been defined earlier in this chapter as "the universal process of efficiently getting activities

completed with and through people (Robbins, 1976:15). Behavior is defined in Webster's dictionary as a "manner of behaving," and behave is defined by Webster as "to act in a specific way, to act or react." Administrative behavior, as used in this study, can be defined as the act, or manner of behaving while carrying out the universal process of efficiently getting activities completed with and through people.

The administrative behaviors of a specific group of administrators, the Alberta college presidents, was the focus of this study. The presidents were observed in their home institutions, in the context within which they work.

Cohen and March (1974) refer to the "organized anarchy" of the college which is characterized by ambiguous goals, unclear technologies and professionals who dominate the work force and decision-making. Other writers (Lutz, 1982; Weick, 1976; Mintzberg, 1973; Blau, 1973; Millett, 1978) have written on the nature of the college and refer to the organization as "loosely coupled," "anarchic," "a garbage can," and "a professional bureaucracy." All agree that the nature of the college is different from a business organization. Millett (1978:148) summarizes the effect of this environment on the college and the president's behavior.

The nature of the learning process, the economics of the learning enterprise, and the professional role of faculty members, confer upon every college and university unique organizational attributes. They underlie in every case the peculiar structure and process of governance, management, and leadership in the actual operation of any college . . .

Loosely coupled organizations respond well to study as open systems. Scott (1981:119) explains that the open systems view of organizational structure

stresses the complexity and variability of the individual component parts -- both individual parts and sub-groups -- as well as the looseness of connections among them. Parts are viewed as capable of semi autonomous action; many parts are viewed as, at best, loosely coupled to other parts.

The open system is not a complicated concept. Steers (1977:10) contends that "three basic components: inputs, throughputs, and outputs" make up an open system. He further elaborates by explaining that

... inputs represent all the factors that are invested in an organization by the external environment. Such inputs may include money, new employees, raw materials, new machines, and so forth. These inputs are then transformed (that is, acted upon) in the throughput stage into a variety of outputs that are returned to the environment (such as finished products, profits or return on investment, retiring or terminating employees, and so on).

Steers offered a graphic representation of the relationships of these components and their environmental interaction in Figure 1 (1977:11).

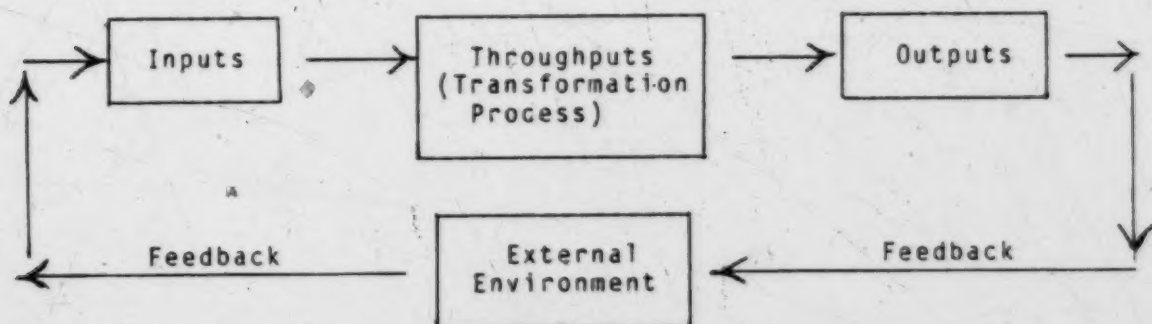


Figure 1

A Basic Paradigm for an Open System

Thus the important role that the environment plays and its continual interaction with the system becomes apparent.

Hoy and Miskell (1978:65) have further expanded the open system model to the education scene.

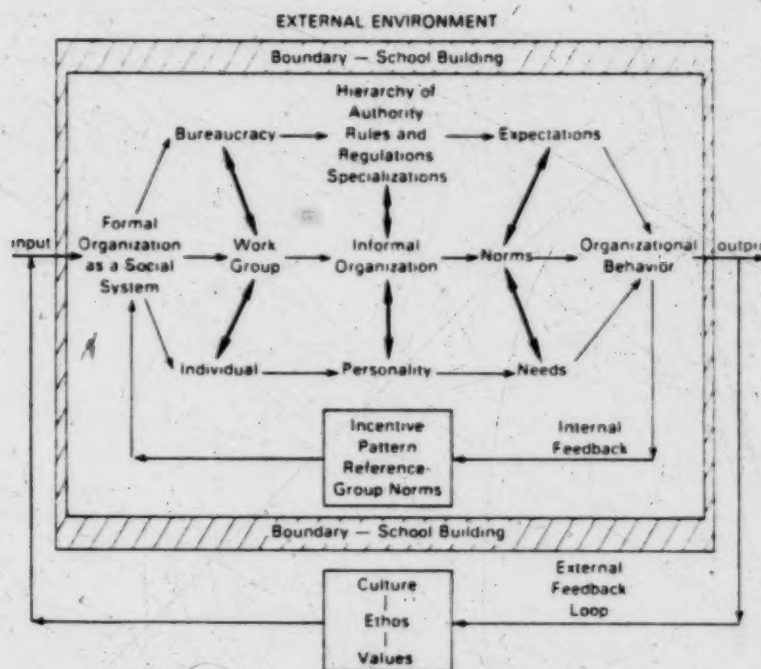


Figure 2

Elaborated Structural Elements Using Getzels-Guba and Abbott Adaptation Social Systems Model

From this model we are able to see that the basic organizational processes of an open system have been incorporated. Input, transformation and outputs are represented. As in Figure 1, the transformation process or throughputs are represented as taking place wholly within the organization, while input and output are directly

related to the external environment. In addition to this, many of the characteristics of the open system are also indicated in this figure. The double lines represent the boundaries of the school (college), the first line the school (college) building and the second line the broader "community" of the school (college). Both internal and external feedback loops are shown.

Scott (1981:109) discusses the problem of boundaries in an open system. He says they do have boundaries and must maintain these, however they also spend energy in activities that span boundaries. He reminds the reader that individual persons are not enclosed within the boundaries of organizations, only their activities and behaviors. It is also important to remember that all systems are made up of subsystems and are themselves subsumed in larger systems -- an arrangement that creates strong linkages across systems and confounds the attempt to erect clear boundaries between them. Scott (1981:22) gives his opinion of viewing organizations as open systems when he suggests "an organization is a coalition of shifting interest groups that develop goals by negotiation; the structure of the coalition, its activities and its outcomes are strongly influenced by environmental factors."

The open system model can be used to study the total organization or any one or more parts of its subsystems. The president's office can be viewed as a subsystem and his/her behavior observed as a part of this subsystem.

McCall (1978:9) questions how a leader can exercise power and/or influence in the complex social system of a college where "power is shared, organizational policy limits their efforts, the expectations of others may control them, and vast forces such as the economy or natural disasters may subvert their impact." March and Cohen (1974:205) respond to this concern and state that it is possible to exercise power and/or influence, however different tactics are required.

The president's position has power and status. It is the top academic position in the college. The president is at the peak of his career and Kaufman (1980:10) quotes Stake as saying "one thing is clear, colleges must have presidents and it makes a great difference who they are." He (1980:9) further comments

In the eyes of the public he is responsible for everything about the place, good or bad. The institution is his -- the faculty, the grounds and buildings, the football team -- and he is held responsible for it. On the campus his is the responsibility for the food in the dining hall, for the level of salaries, for the elegance of commencement occasions. The spotlight of publicity plays upon him so continuously that it leaves him not even intermittent shadows within which he and his family may make an unmarked move.

This study viewed the administrative behavior of the college presidents in the context of their individual college environments. It considered each president as a subsystem within the total college environment. This study did not, however, explain the effect of the environment on the behavior of the college president.

The Literature Source

Figure 3 identifies the categories of literature reviewed relevant to the topic of this study. The definition of administrative behavior was used in the development of conclusions to be reached for the study of the administrative behavior of the Alberta public college president.

This Study as a Source

The steps taken to collect the research data, report the findings, and develop propositions and conceptualizations about the administrative behaviors of the Alberta public college president are presented in Figure 4.

Observations were conducted in six Alberta public colleges. The activities recorded fell within the parameters established by the definition of administrative behavior. These behaviors were recorded in three ways: (1) a chronological record which indicated how the time was spent; (2) a contact record which recorded in detail the presidents' interactions with others; (3) a mail record which gave a detailed description of the nature of the presidents' incoming and outgoing mail.

These records were the source for developing profiles of the presidents' work. Through a synthesis of these profiles the president's day-to-day administrative behaviors were developed.

The observed behavior profiles were compared to the data generated from (1) interviews with the presidents; and

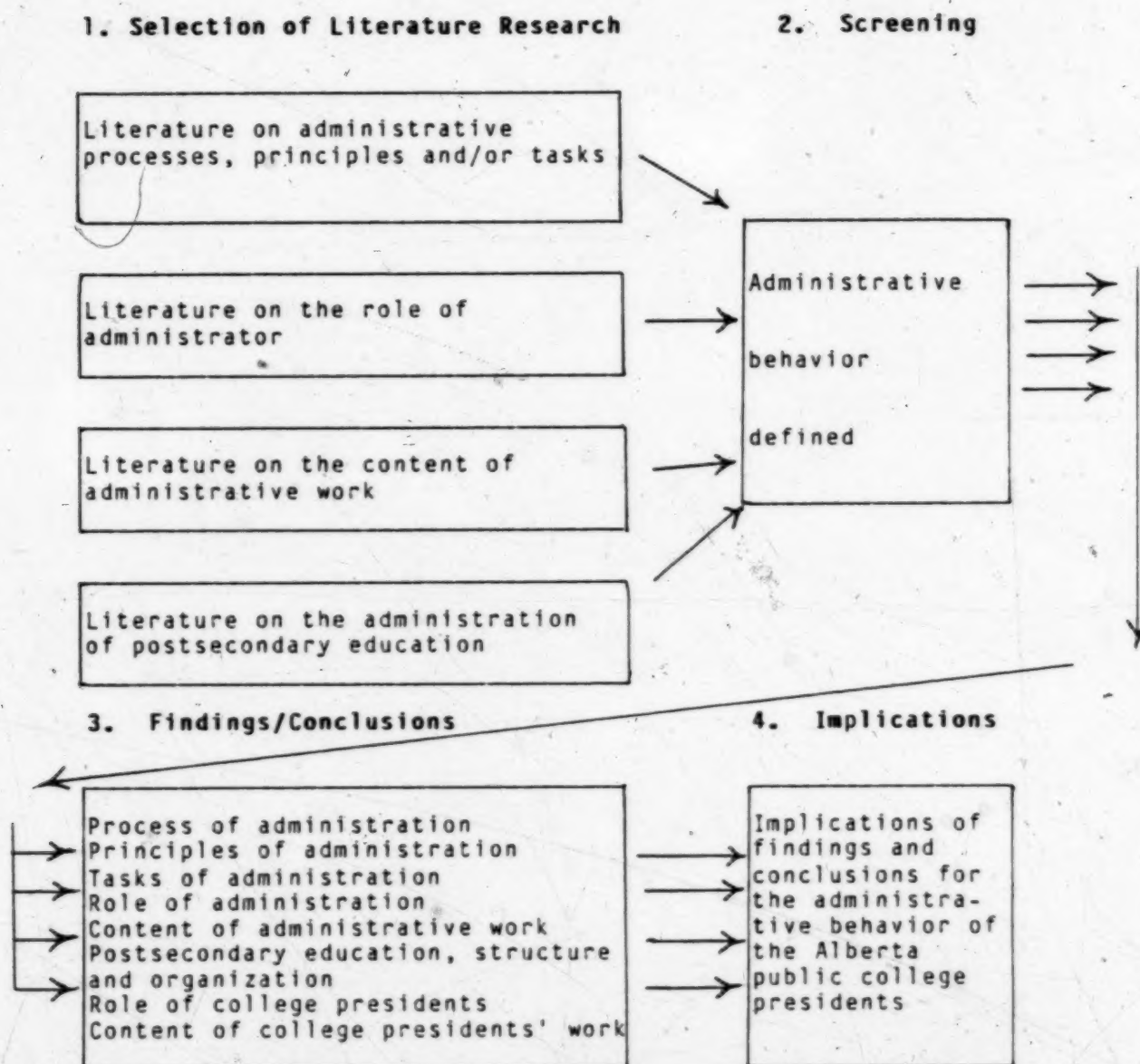


Figure 3

The Steps Completed to Review the Literature
Relevant to the Administrative Behavior of the
Alberta Public College Presidents

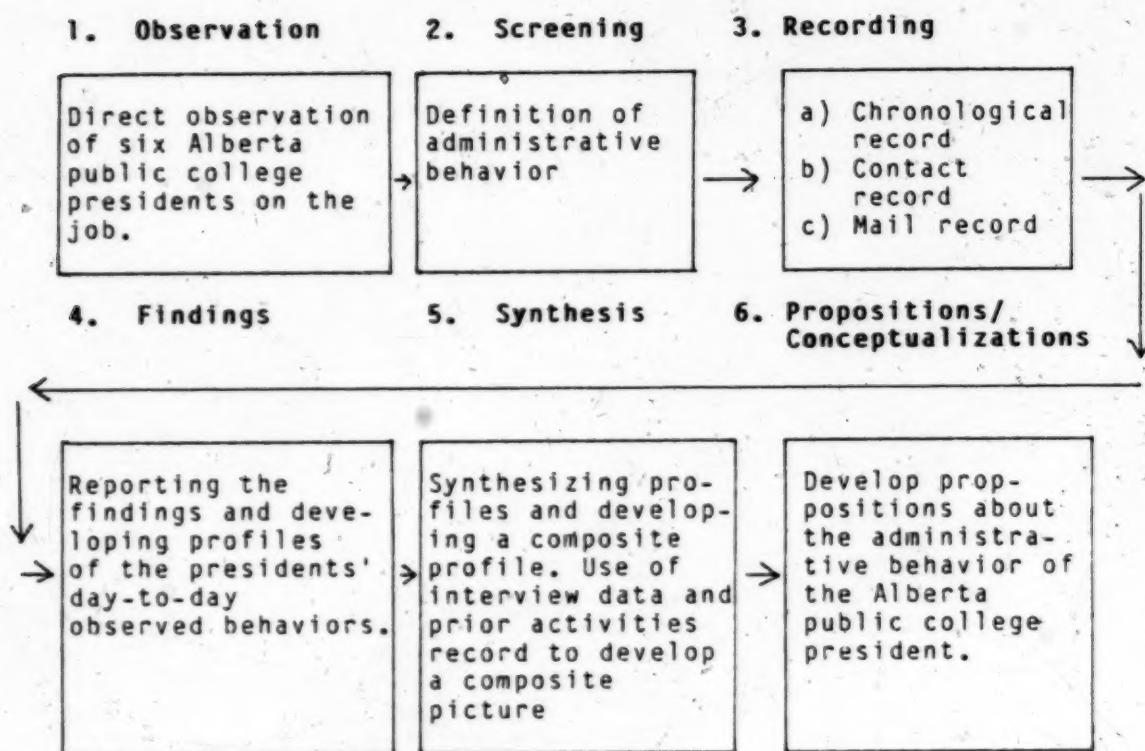


Figure 4

**The Steps Involved in Developing Propositions
About the Administrative Behavior of the
Alberta Public College President**

(2) information collected on the pattern of the presidents activities for one week prior to the observation period.

Figure 5 presents the overall framework for this study. It gives a pictorial representation of the processes followed in the development of propositions about the administrative behavior of the Alberta public college president. The literature reviewed described broad categories of administrative behavior and postsecondary administration. The observation of six Alberta public college presidents focused on their specific administrative

behavior and provided the data for developing general propositions about the Alberta public college president's administrative behavior.

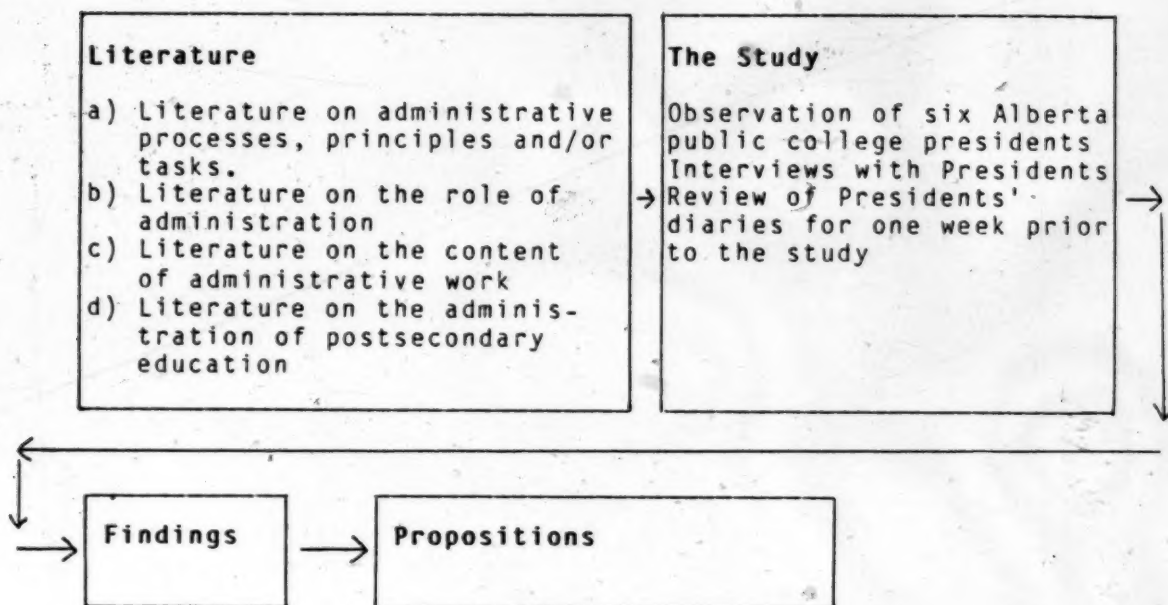


Figure 5

**The Framework Used to Develop Propositions
About the Administrative Behaviors of the
Alberta Public College President**

SUMMARY

This chapter has presented a review of the literature together with a conceptual framework for the study. The literature reviewed provides guidance in studying the administrative behaviors of the Alberta public college presidents. Four areas of literature that relate to administrative behavior have been discussed in this chapter:

(1) studies of administration as a set of principles, processes, and/or tasks; (2) studies of the role of administration; (3) studies of the content of administrative work; and (4) studies of the administration of postsecondary education.

The literature reviewed suggests administration is a process. It has been suggested by Robbins (1976:15) that "administration is the universal process of efficiently getting activities completed with and through other people." Other writers such as Miklos (1968), and Sergiovanni (1980) agree that administration is a universal process.

Principles, processes and functions of administration have been evolving since early civilization. Current writers agree that scientific management, human relations and social science theories have influenced the development of administrative thought. The functions identified by Fayol in 1916 and reported in 1949 are generally agreed to by authors as being representative of administrative functions. These are planning, organizing, commanding, coordinating and controlling.

Decision-making according to Owens (1970), is the core process of administration. Other writers such as Miklos (1968), Simon (1977), Griffith (1959), and Litchfield (1956) support Owens' position. Litchfield refers to administration as a cycle of activities that begin and end with decision-making.

Administrators fill specific roles. These roles are prescriptions of specific behaviors attached to a position and they specify what an individual is expected to do. What an administrator actually does may or may not be what is prescribed as this behavior is affected by the individual's own personality, their perception of the role expectations and by the specific system. The roles identified by Mintzberg (1973) are representative of the literature reviewed; that is there are ten roles, divided into three categories -- interpersonal, informational and decision-making. These roles are interrelated and form a gestalt or integrated whole with one role leading into another.

The content of administrative work is varied. Mintzberg (1973) says that the work of the manager is somewhat dependent on the environmental variables, job variables, person variables, and situational variables but he says the similarities of the work outweigh the differences. Mintzberg describes managers' work as characterized by brevity, variety and fragmentation. This produces managers who are information manipulators and who favor a stimulus-response milieu. He concludes (1973:10) that "The managers work is essentially that of communication and his tools are the five basic media -- mail, telephone, unscheduled meetings, scheduled meetings and tours."

The administration of postsecondary education is complex. The organizational structure and environment

influence the role of the president. Millett (1978:148) states

. . . the nature of the learning process, the economics of the learning enterprise, and the professional role of faculty members, confer upon every college and university unique organizational attributes. They underlie in every case the peculiar structure and process of governance, management, and leadership in the actual operation of any college or university.

The college president fills many roles. Authors reviewed have presented varied titles for these roles, however Ingraham's work (1968:149) reflects the three major aspects of the president's role. These are: (1) the external role -- representing the institution to the public, (2) the internal role of educational leadership within the institution, and (3) the administrative functions.

The content of the president's role is varied and was best explained by Kaufman (1980:9)

In the eyes of the public he is responsible for everything about the place, good or bad. The institution is his -- the faculty, the grounds and buildings, the football team -- and he is held responsible for it. On the campus his is the responsibility for the food in the dining hall, for the level of salaries, for the elegances of commencement occasions. The spotlight of publicity plays upon him so continuously that it leaves him not even intermittent shadows within which he and his family may make an unmarked move.

Some of the sources reviewed focused on specific administrative behaviors, while others considered broad categories of behaviors. Various literature sources reviewed have helped describe the characteristics of the administrative behavior of college presidents.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

This chapter is divided into four sections: (1) research design; (2) structured observation; (3) selection of the sample; and (4) methodology employed in the study.

RESEARCH DESIGN

The Statement of the Problem

The central purpose of this study was to observe, describe and analyze the administrative behavior of Alberta public college presidents so as to develop propositions about the nature and function of their work.

Sub Problems

In order to address the major purpose of the study the following sub-problems were stated:

1. What is the nature of the presidents' activities as reflected in the presidents' diaries of activities?
2. What are the perceptions of the presidents regarding their administrative behavior?
3. What are the roles and functions performed by the presidents in the process of administering their colleges?

4. What are the major activities to which the presidents devote their time during their working day?

5. What is the purpose of these activities?

6. Who are the major participants in the presidents' daily activities?

7. What media (verbal, written) does the president use in the activities completed during the working day?

The Design for the Study

A field study approach was employed to determine the nature of the president's work. The study was descriptive rather than evaluative, and focused on the structured observations of the administrative behaviors of selected Alberta public college presidents in their own working environment. The observational method is broadly defined by Weick (1968:360) as "the selection, . . . recording, and encoding of that set of behaviors and settings concerning organisms 'in site' which is consistent with empirical aims." Structured observation allows the investigator to focus attention on predetermined categories while still allowing the development of further categorization during the observation period. Mintzberg (1973:227) states that structured observation provides the "inductive power of observation coupled with the structure of systematic recording."

The findings from the observations were supplemented by information collected on the nature of the presidents' activities for a one-week period prior to the observation period and data collected through structured interviews with the presidents at the conclusion of the visits. This generated a description of the presidents' administrative behavior.

A field study is dynamic in that its design evolves as the observation proceeds; it is interactive in that more than one phase can occur simultaneously. In this study, the processes involved in carrying out this study constituted the design for the study. Mintzberg (1973:232) identifies three basic stages of the field study. "The field study proceeds through data collection, recording of observation and coding of observation." The final stage of the study involved the data analyses and the development of propositions about the Alberta public college president's administrative behavior.

STRUCTURED OBSERVATION

Structured observation was the primary method used to study the presidents at their work. It is a process of controlled investigation, a deliberate search, carried out with care and forethought. Kaplan (1964:127) reminds us that "observation means that special care is being taken: the root meaning of the word is not just "to see" but to watch over." He (Ibid) further suggests the "scientist

observes his data with the tireless passion and energy of an anxious mother."

A review of relevant literature revealed that the structured observational technique of data gathering had not been used to study the administrative behavior of college presidents. Therefore, this approach can provide a new perspective on what is known of the college presidents' administrative behavior. The findings from this study can complement findings of other relevant literature sources.

The observational method was used by Mintzberg (1968) in his study of five chief executives in the United States. Duignan (1979), Guest (1960), Hannah (1981), Landsberger (1962) and Radomsky (1967) have all used structured observation in their studies of superintendents, managers, and deans of nursing.

Observational techniques make it possible to record behavior and events as they occur. Weick (1968:362) suggests that "observational methodology is typically used to watch persons in situations where they spend most of their time or in situations that at least are familiar to them."

This methodology allows the researcher to impose a structure during or after, rather than before, he/she collects his/her data. Mintzberg (1973:227-228) points out that this method allows for combining the "inductive power of observation" with the "structure of systematic recording," and therefore allows the researcher to "study

systematically and comprehensively those parts of managerial work that are not well understood." This methodology combines the flexibility of open-ended (unstructured) observation with the structure of systematic selectivity of data.

RESEARCH METHODOLOGY

Pilot Study

A pilot study was conducted with a college president not included in the sample. This consisted of one day of observation and was for the purpose of testing the efficiency and appropriateness of the observation and recording techniques. The data collected were coded and attempts at classifying behaviors into categories developed by Mintzberg (1973) were carried out.

A structured interview was also conducted in the pilot study, as well as a review of this president's diary for the one week before the observation period.

The data gathered from this pilot were presented to another individual who was asked to take the raw data, code it and compare this with the researcher's work. This was to determine if any problems were apparent in the coding procedures.

The pilot study verified the appropriateness of the observation and recording techniques to be used in the study. Only minor changes were made to the recording instruments.

The structured interview with the president, following the pilot observation period, provided valuable information on rewording of questions to more clearly indicate what information was being requested. In addition, the second person coding data verified the appropriateness of this researcher's coding of observations, and reinforced the appropriateness of using Mintzberg's categories for classifying behaviors.

The Role of the Researcher

The researcher can have varying degrees of involvement in the situation being studied. At one extreme, the researcher does not participate in any activities, and at the other extreme the researcher is completely involved and there is little difference between the behavior of the researcher and those being studied. Lutz and Iannoccone (1969:112) identify three potential roles that can be taken by the researcher in an observational study: (1) the participant as observer; (2) the observer as a limited participant; and (3) the observer as a non-participant.

The role of observer as a non-participant best describes the behavior of this researcher. That is to say, every effort was made to have as little effect on the situation as possible. Lutz and Iannoccone (1969:112) describe this role "as one that makes every effort not to impinge upon the social system." This role would not have existed in the colleges had this researcher not been there. This role allowed for a more objective analysis of the

observations as the researcher was able to detach herself from the situation being observed. It was necessary at times to ask the presidents for clarification regarding the meaning of specific events. This clarification was always requested immediately following the event so as to avoid interrupting the activity being observed.

All six presidents involved in this study were interviewed following the observation period. (See Appendix C)

A further description of the observations, how they were conducted, recorded and analyzed, is presented later in this chapter. Structured observation, similar to any research tool, has strengths and weaknesses. These will now be discussed.

Strengths and Weaknesses of Structured Observation Field Studies

As the researcher is the main instrument in field studies using structured observation, this is both a strength and a weakness. Kerlinger (1973:538) explains this by saying

The observer must digest the information derived from his observations and then make inferences about constructs The strength is that the observer can relate the observed behavior to the constructs of variables of a study: he brings behavior and construct together The basic weakness of the observer is that he can make quite incorrect inferences from observations.

It is generally agreed by the authors reviewed, that the observer who is aware of the problems of inference can

deal with them. There is a great deal to be gained from gathering data at first hand. By using repeated observations the researcher does not need to rely on first impressions or limited data. The natural setting is superior to a laboratory to observe behavior of the "real" thing, and by recording a series of events the whole event can be observed.

The outcome of field studies is not limited to pre-judged hypothesis as the study design is the result of the process of the observations undertaken. The researcher can move from data to theory and back again as the study develops. Classifications of behavior are not forced into pre-conceived molds but can be modified and remodified to account for the data as they unfold. Smith (1975:202) identifies five advantages of the structured observation.

1. The more structured the measurements, the more clarity that may be given to a particular theory.
2. The fact that the form of observation schemes reconceptualizes a given phenomenon may lead to reformulated and serendipitous theory.
3. Recall of past behavior and events through questionnaire and interviews is often highly unreliable. Thus a preferable alternative may be to directly observe behavior or events. Direct observation is often more reliable than recall.
4. Structured observation measures are adaptable to many different settings.
5. Subjects often are in no position to introspect.

There are also problems associated with using the observational method. Webb (1969:139) identifies the dangers of the human observer in the potential for the observer to vary over the course of his observations. Webb suggests that this can be caused by the observer becoming bored and so less conscientious, by becoming more involved and more attentive and by becoming more mechanistic with the coding.

Dean (1967:275-276) suggests the data are not useful for statistical treatment because of the way they are collected (non-standardized) and also cautions that the researcher is constantly influenced by the data and suggests there is "great danger that he will guide the inquiry in accord with wrong impressions." There is also the possibility of researcher bias due to his/her personality or experience.

The final weakness to point out is the effect of the observer's presence on the situation under observation. Webb (1969:113) states that the

observer can produce changes in behavior that diminish the validity of comparisons. No matter how well integrated an observer becomes, we feel he is still an element with potential to bias the production of the critical data substantially.

The researcher can be trained to minimize bias and techniques can be used to minimize the effect of the researcher on the observed behavior. The small sample size can be compensated for by the in-depth analysis of the data.

Effects of Presence of Researcher

The non-participant observer does not become involved in the event being observed. The non-participant observer is a fixture in the observational setting, however, his actual presence may have an effect on the event under observation. Weick (1968:369), in addressing himself to this problem, states:

While information is scant about whether persons behave differently when being watched, most investigators who study persons in familiar habitats argue that subjects soon forget that they are being watched, or, if they do not, the observer will notice their concern.

Mintzberg (1973:269) supports this. The results of his work have caused him to believe that the researcher's presence does not influence the work of the manager. He suggests

The basic events of any manager's work are not subject to major change simply because a researcher is present. Scheduled meetings are set up well in advance, and incoming telephone calls and mail are not influenced by the presence of an observer . . . given the kinds of information to which I was exposed, there was no reason to believe that activities were delayed to avoid my being exposed to them.

Kerlinger (1973:539) also agrees that observers "have little effect on the situations they observe. Individuals and groups seem to adapt rather quickly to an observer's presence and to act as they would usually act." He cautions, however, that this does not mean they cannot have an effect. He advises the researcher must take care "to be unobtrusive" and to avoid giving the impression that

judgments are being made, "then the observer as an influential stimulus is mostly nullified."

This researcher took a number of steps to minimize the effects of her presence. Because the success of the observational method of collecting data is so dependent on the cooperation of the observees, special arrangements were made with each president. These were:

1. Each president involved in the study was fully informed as to the purpose of the study;

2. Each president was guaranteed anonymity in the research report;

3. Each president was given the opportunity to check on and clarify interpretations of events made by the observer;

4. An agreement was reached with each president that the observer would leave a situation when it was delicate in nature;

5. The researcher maintained an open and friendly stance with each president and others who were part of the observed activity;

6. The researcher maintained an unobtrusive, non-judgmental presence;

7. The researcher assumed a cooperative, candid and amicable approach with each president;

8. The researcher made as few demands as possible on each cooperating president. Other than occasional exchanges for clarification of events, the presidents were able to

pursue their work unencumbered by the researcher's presence;

9. The researcher sought and received support from the Alberta Council of Presidents for this study.

Overall, the research was conducted in as non-threatening a manner as possible. Every attempt was made by the observer to establish a "trust relationship" with each president observed.

SAMPLING PROCEDURE

Choosing the Presidents to be Studied

The type of methodology used imposed restrictions on the size of the sample. The researcher had to choose between observing all Alberta public college presidents for a short time or a selected sample for a longer period of time. The in-depth analysis of the work of six presidents was chosen as it would provide more data from which to develop propositions on the college president's administrative behaviors.

The six college presidents were chosen by considering the geographical location, the past history, size of their institutions, and the mandate received from the provincial government. Two colleges were selected that were similar in size, two that were similar in location and two that were similar in history and mandate to provide comparative data. Two colleges were chosen from the more remote urban centres. Both are traditional, "old time colleges" -- that is, they

began as junior colleges and evolved into comprehensive community colleges. They are considered medium size colleges. Two colleges were chosen from the larger urban centers, centrally located. They are considered as large colleges. One of these colleges offers university transfer as well as career programs, the other offers only career programs. Neither college offers apprenticeship training. Two colleges were chosen from the four "newer" colleges. They are located in rural communities and are smaller in size.

The colleges not included in this sample were two of the "traditional" colleges located in medium size cities, and two of the "newer" colleges located in smaller rural communities.

The Observation Period

The researcher spent one observational period with each president. The observations were conducted during the period April 16 to June 22, 1984. The actual observations consisted of observing one president for 3 days, one president for 4 days, and four presidents for five days each, for a total of 27 days of observation.

To supplement the observation data and to gain a broader view of the usual mix of the presidents' work, data were collected from the presidents' diaries on the nature of their administrative activities occurring the week prior to the observation period. These data included such things as

the frequency of meetings, who the participants were, and the reason for the meetings.

A structured interview was also completed with each president at the end of the observation period (Appendix C). Questions asked required the presidents to give their perceptions of their work behaviors -- what it is they perceive they do, with whom they interact, for what purpose, and what are their major activities? The interview results and the data collected for the one week prior to the observation were used with the data generated on the same areas of work during the actual observation to develop propositions on the administrative behaviors of the Alberta public college president.

Data Collection

Preliminary data. Each president provided this researcher with a calendar of his/her college, a copy of any planning documents, annual reports, and any other information that would provide information about the particular college. A curriculum vitae was also received for each president observed. This information helped the researcher prepare for the visit by providing information about the organizational structure of the colleges, key senior administration personnel, members of boards of governors, presidents of faculty associations, student associations, support staff associations, and others the presidents would be likely to interact with during the observation periods. The curriculum vitae provided

personal background, previous work experiences and educational backgrounds of the presidents being observed. These preliminary data greatly assisted the researcher in developing an open and friendly stance with persons being observed, and assisted in minimizing the need to seek clarification of many events.

Unit of behavior. In structured observation field studies a major task for the researcher is to determine what is a unit of behavior. What behavior is complete in itself? when does an event begin and end? and how can it be recorded and categorized are questions which must be answered before the observations can begin. Lutz and Iannaccone (1969:120) note that "what constitutes a unit of observed behavior has long been a stumbling block for the observer of human interaction and social systems." Kerlinger (1973:542) also comments on this problem as he states:

What units to use in measuring human behavior is still an unsettled problem. Here one is often faced with a clash between reliability and validity demands. Theoretically, one can attain a high degree of reliability by using small and easily observed and recorded units. One can attempt to define behavior quite operationally by listing a large number of behavioral acts, and can thus attain a high degree of precision and reliability. Yet in so doing, one may also have so reduced the behavior that it no longer bears much resemblance to the behavior one intended to observe. Thus validity may be lost.

Kerlinger (1973) further suggests a researcher can chose to (1) identify and record specific behavioral acts, which he referred to as the molecular approach, and/or (2)

identify and record broad categories of behavior, which he termed a molar approach.

Guest (1960) identifies an apparent problem in breaking down behavior into units as the confusion over the level of inference at which the observer operates. He refers to low inference as the lowest level of inference, i.e., "A speaks to B," and high inference is used to answer the question, "Why does A speak to B?" Guest insists that low level inference is a necessary starting point for a field study and that in many social system situations we are often unable to answer the "deceptively simple classificatory question, who does what, with whom, when and where?" He (1960:226-227) further states that categories of administrative behavior such as planning, organizing, controlling, and coordinating, "are too far removed from the first level of inference to be useful in the direct observation of events."

This researcher used a combination of low inference (or molecular) level of recording together with a high inference (or molar) level of recording. Low inference (molecular) recording was used to describe the on-the-job administrative behaviors of the college presidents. High inference (molar) recording was used to permit the consideration of the question, what was the purpose for each behavioral act undertaken?

Criteria for selecting the units of behavior. The basic unit of behavior chosen in this study was the

administrative activity. This was defined as a single event with an identity of its own. It had an observable beginning and end. It ended when there was a change in the participants or medium of communication.

The administrative behavior of each president was recorded chronologically and classified in terms of Mintzberg's (1973) major types of activities. These activities were identified as: (1) unscheduled meetings; (2) scheduled meetings; (3) desk work; (4) telephone calls; (5) travel; and, (6) tours.

A description of each of these activities follows.

Explanation of Terms

Unscheduled meetings. These referred to meetings which were arranged on the spur-of-the-moment, they were initiated by others or by the president and could also be called chance happenings. They occurred in the president's office, or at other locations in the college, and lasted from one minute to more than one hour.

Scheduled meetings. These meetings were arranged at least one hour in advance of the meeting and an agenda was known in advance of the meeting.

Desk work. This referred to the time the president spent at his desk, processing mail related activities -- both incoming and outgoing, and time spent in solitary activities related to planning for the administration of the college.

Telephone calls. These included both incoming and outgoing calls originating with or received by the president. Telephone calls placed by the secretary or screened and rerouted were not included.

Travel. This included travel by the president that was related to fulfilling administrative responsibilities.

Tours. This referred to time spent by the president, away from his/her office, on route to meetings in other locations of the college or to observe what was happening in various locations in the college.

Recording the Data

Structured data were collected on the presidents' administrative behavior throughout every minute of each day during the observation period, and on all mail and verbal contacts. Examples of the steps used in recording and organizing the data are given in the following sections.

Observational notes. The details of the observations were recorded in a field diary. Each observational note represented an event which was considered important enough to be recorded and used later as data for the construction of propositions. An extract of the field diary for President C for part of a Tuesday morning is given in Table 1.

Following the recording of the daily observation notes the next step was to process these data. To do this a chronology record, a mail record, a contact record and a telephone log were completed.

Table 1
Field Diary

Time	Activity	Observation
8:30	Tour	Went to Foundation Director's office to discuss results of last evening's meeting. The director wasn't in so he returned to his office.
8:35	Desk	Dictated memo to foundation director re information from last evening's meeting.
8:47	Telephone	Chairman of business discussed an item on agenda for meeting in afternoon.
8:50	Tour	Walked around the college halls in hopes of meeting people informally for "small talk." Met two persons and discussed general issues.
9:00	Unscheduled meeting	Administrative Finance Director sought approval of planning for meeting off campus. Requested advice on scheduling holidays with professional development activity.
9:08	Scheduled meeting	All directors. Regular weekly executive meeting. Developed agenda items together and agreed on order of items. Items discussed were around additional secretarial help required for a major report, items for next Board of Governors' meeting (10 min), computer needs (5 min), fall orientation for staff (4 min).
9:27	Telephone	Dean of another college called to confirm a meeting. Discussed paper he was preparing which affects President C.

The chronology record. This record presented the sequence of administrative behavior in terms of the major categories of activities and was cross referenced to the other three records. An extract of the chronological record of President C for part of Tuesday morning appears in Table 2.

Table 2
Chronology Record

Date <u>April 13</u>		President <u>C</u>		
Field Diary Page	Time	Activity	Reference	Duration (minutes)
F1	8:30	Tour	CR1	5
F1	8:35	Desk	M1	12
F1	8:47	Phone	T1	3
F1	8:50	Tour	CR2	5
F1	9:00	Un. Meeting	CR3	7
F2	9:08	Sch. Meeting	CR4-11-13-21	160
F2	9:27	Phone	T2	2

The mail record. An abstract of the mail record for President C for Tuesday is shown in Table 3.

The contact record. All of the contacts for presidents were processed in exactly the same way. This record allowed for the recording of (1) where the contact took place; (2) what was the medium of the communication; (3) who initiated the contact; (4) who was involved in the contact; (5) the purpose of the contact; and (6) the duration. Table 4 presents an extract of the contact record for President C for Tuesday morning.

Table 3
The Mail Record

Date <u>April 13</u>		President <u>C</u>				
Reference	Form/ Type	In/ Out	External/ Internal	Title of Corres- pondent	Purpose	Action
M1-F1	Memo	Out	Internal	Director Founda- tion	Information from last evening's meeting	Dictated and gave to secre- tary to type.
M2-F8	Circu- lar	In	External	Communi- cations West	Conference Notice	Skim/file
M2-F8	Letter	In	External	Presi- dent, Holland College	Request attendance at meeting	Responded to secre- tary. Reply yes.
M2-F8	Post- card	In	External	Library Assoc.	Meeting notice	Noted/file
M2-F8	Form	Out	External	Director Consort- ium	Approve expense accounts.	Done. To secretary to handle.

The telephone log. This was used to record the contacts which occurred via the telephone. An extract of the telephone log for President C for Tuesday morning is given in Table 5.

DATA ANALYSIS

Two types of data were recorded from the field observations. Low inference level (molecular) data were recorded in the chronology record, in the mail record,

Table 4

The Contact Record

Date	April 13	the contact record				President	C
Reference	Place	Activity	Initiation	Participants	Purpose	Duration (minutes)	
C1-F1	Hall	Tour	Self	Foundation Director	To inform of meeting result.	5	
T 1	Office	Phone	Other	Business Chairman	Provide information on upcoming agenda.	3	
C2-F1	Hall	Tour	Self	2 faculty	Public relations. See what is happening.	5	
C3-F1	Office	Un. Mtg.	Other	Finance	Seeking approval for meeting planned & holidays/prof. dev.	7	
C4-F1	Board Room	Scheduled Meeting	Self	Executive Committee	Multi - each item noted separately below: - secretarial help for major report - items for Board Meeting	10	
C5-F2	Board Room	Scheduled Meeting	Self	Executive Committee	- computer needs for student records	5	
C6-F2	Board Room	Scheduled Meeting	Self	Executive Committee	- fall warm-up/ orientation	4	
C7-F2	Board Room	Telephone	Other	Dean, Lakeland College	Confirm meeting and discuss paper he is preparing - wants feedback	2	

Table 5
The Telephone Log

Date <u>April 13</u>		President <u>C</u>			
Reference	Initiator	Caller's Title	Purpose	Result	Duration (minutes)
T1-F1	Other	Chairman, Business	Provide information for upcoming meeting.	Completed	3
T2-F2	Other	Dean, Lakeland	Confirm meeting time Request information feedback on paper.	Completed Will send this.	2
T3-F3	Other	Unknown	Wrong no.	Terminated	1
T4-F4	Other	Student Services Secretary	Needs information Student Services Director.	Calls Director to phone.	2

contact record, and telephone log (except for the category "purpose"). High-level inference (molar) data were generated through the use of observation notes in the field diary, the analysis of the categories of purpose for which the activity was initiated for the week prior to the observation period, and from the structured interview with each president.

Low Inference Level Data

Using the major activities identified by Mintzberg (1983) -- unscheduled meetings, scheduled meetings,

telephone calls, desk work, travel and tours -- profiles were constructed for each president. These profiles show the proportion of their total working time devoted to each activity. In addition, a composite picture of these categories was constructed for all six presidents. These profiles are presented in Chapter 4.

The description of the administrative behavior of six Alberta public college presidents is what Lutz and Iannaccone (1969:121) refer to as a "Total Description of Behavior." This is not to be confused with a description of total behavior as they point out, "total behavior is not observable to any researcher in any role by any method. The researcher can only select a sample for the population to which he intends to generalize." They (Ibid.) further discuss "Total Description" and state

It consists of many single data, as a group, the data represents a sample of behavior selected according to some sampling technique. The researcher must place his confidence in the mean statistic of the sample and not in a single data That is what any social researcher does. Given a set of achievement scores from a fifth grade class, the mean of the scores may not be an actual score, yet it better describes the achievement of the fifth grade class than does any single pupil's score. It has standard error, but it is still a relatively stable measure of the group's achievement. So the "Total Description" and the generalizations derived from it are a relatively stable measure of the society's behavior.

Chapter 4 of this study presents the "total description" of behavior of all six presidents observed. The analysis of data in Chapter 5 is based on what Mintzberg (1973) referred to as the "Composite scores" for the six

presidents -- the weighted averages. This composite score, supported by additional data generated through review of the presidents' diaries for one week prior to the observation, interviews with each president and through high inference level observations was used to describe the administrative behavior of the "typical" Alberta public college president.

High Inference Level Data

The high inference level observations consisted of (1) field diary notes developed by the researcher, (2) categories of purpose developed to describe the reason for the verbal and written contacts, (3) a review of the presidents' diaries for the week prior to the observation, and (4) interviews with each president.

The field diary notes contained the detailed notes of the observation, however, they also contained comments of the researcher regarding the activity observed. During the observations the researcher often had time to reflect and interpret the meaning of the observations. After each day's observations, the researcher spent some time reflecting on the day and making notes of an interpretive nature.

The categories of purpose were developed following an initial screening of the activities in which the presidents were involved. Following the pilot study, initial categories of purpose were developed and the actual findings of the observations of the study were screened against these. The initial categories were so similar to those

developed by Mintzberg (1973), it was decided to use the actual categories he developed.

Mintzberg (1973:245) describes the importance of the analysis of purpose when he stated:

The key to our study was the categorization of the purpose. This describes the essential content of managerial activity -- in raw form, what five managers did -- and it is what led to the development of the theory on roles.

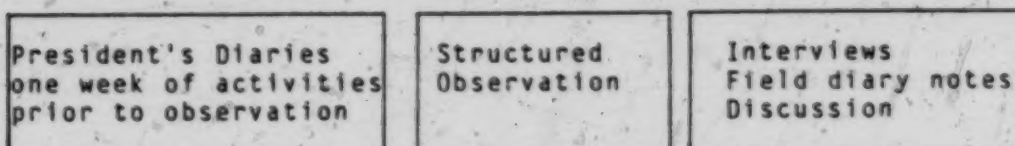
An example of the way the categories of purpose were recorded is given in Tables 3, 4, and 5. The details of how these categories of purpose were developed and coded are explained in Appendix B.

Summary: Data Collection, Recording and Analysis

A pictorial summary of the procedure described in this Chapter is given in Figure 6. This is an adaptation of Mintzberg's model (1973) and identifies the sources of raw data, and the analysis and interpretation of the data.

Reliability and Validity of Results

A field study using structured observation methodology falls within the field of naturalistic inquiry identified by Guba (1981). In naturalistic inquiry, four areas are identified for consideration in discussion of reliability and validity measures. Reliability is discussed as the dependability of the study, while internal validity is discussed as the credibility and external validity as the transferability of the findings. An additional term of

1. Raw Data**2. Coded Data**

1. Chronology Record
2. Mail Record
3. Contact Record
4. Telephone Log

3. Data Analysis

1. Profile of president's work based on frequency counts
2. Proportions of time spent on specific activities.
3. Analysis of the purpose of verbal and written contacts.
4. Use of interviews, discussions, presidents' diaries to support or question themes evolving from the data.

4. Data Interpretation

Findings
Propositions

Figure 6

**Procedures used in Data Collection
Coding and Analysis**

confirmability which refers to the objectivity of the study also needs consideration.

Dependability (reliability) measures. Dependability (reliability) measures used were:

1. The observational study was supplemented by a structured interview with each president at the completion of the observation period and the data from the diary of the president for one week prior to the actual observation period (overlap and triangulation).

2. Definition of the unit of behavior for the study and the dimension of this unit (audit trail).

3. Use of low inference level observations.

4. Systematic recording and coding procedures (audit trail).

5. A pilot observation and interview. The pilot results were checked by another observer (an audit).

6. Interviews and impromptu meetings with each president to check interpretations (member checks).

Confirmability (objectivity) measures. Confirmability (objectivity) measures used were:

1. Maintained a role of non-participant and used unobtrusive measures. The researcher also assumed a non-judgmental presence.

2. Kept a daily journal which recorded observations in explicit and minute detail.

3. Minimized researcher effects as much as possible by (a) providing a detailed description of the project in

advance of the subjects consenting to participate; (b) protected the anonymity of each subject; (c) met with each subject before beginning the study and assured their understanding of the project; and (d) used an open, cooperative and friendly approach with each subject.

4. Data interpretations were checked by others.

Credibility (internal validity) measures. Credibility (internal validity) measures used were:

1. Extended period of observation. Five complete working days for each of four presidents, four complete days with one president, and three days with one president, provided indepth data (prolonged engagement).

2. Interviews with each president were conducted (member checks).

3. Theoretical notes were used to allow opportunity to check and recheck conclusions and interpretations.

4. Used many items of evidence and a wide range of evidence to allow for interpretations to be made with a greater degree of confidence.

Transferability (external validity) measures.

Transferability (external validity) measures used were:

1. Gathered thick descriptive data on the sample used.

2. Sample was chosen purposively to provide for a range of situational variabilities possible.

SUMMARY

This chapter has presented a detailed description of the research design and methodology employed in this study.

The central purpose of the study was to observe, describe and analyze the administrative behavior of Alberta public college presidents so as to develop propositions about the nature and function of their work.

In carrying out this study a field study approach was employed. The study was descriptive rather than evaluative and focused on the structured observation of the administrative behaviors of selected Alberta public college presidents in their own working environments. Six college presidents were observed for a total of 27 days.

Observation data were initially entered in a field diary and later coded to a chronology record, a mail record, a contact record and a telephone log.

In addition to the observation period a review of the presidents' diaries was completed. A structured interview was also conducted with each president at the end of the observation period.

The observation data, together with the presidents' diaries, the structured interviews, and the literature reviewed, provided the researcher with the data for development of propositions about the administrative behaviors of the Alberta public college presidents.

CHAPTER 4

DESCRIPTION AND ANALYSIS OF THE OBSERVATIONAL DATA

This chapter contains an analysis of the data obtained through the structured observation of the administrative behavior of six Alberta college presidents for a total period of twenty-seven days. The chapter presents the activities engaged in, and the percentages of the total working time devoted to each category of activity, for each of the six presidents. The chapter is divided into five sections. The first section provides an overview of the total time devoted by each president to the major categories of activities. The second section outlines the percentage of each president's total working time devoted to each of the six major categories of activities. The third section presents an analysis of each category of activity and a comparison of the percentage of total working time spent on each category of activity for the six presidents. The fourth section presents a description of how the typical president spent his working time. The final section presents a synthesis of the significant findings as presented in this chapter.

The Total Time Devoted to Six Major
Categories of Activities

Table 6 presents an overview of the way each president spent his time during the period of the observations. President A was observed for three days, President E was observed for four days, and all other presidents were observed for five days each. The study included a total observational period of twenty-seven days. The evening activities, while treated separately for discussion, were also included within appropriate major categories of activities. That is, a scheduled evening meeting lasting sixty minutes was included within the category scheduled meetings, and the time and number of activities was included in the total number of activities and time devoted to that particular activity.

An examination of the data in Table 6 shows that the average hours worked per day, by each president, varied from a high of 12.7 hours for President F to a low of 8.1 hours for President D. The average number of activities per day for each president ranged from 39.3 for President A to 19.8 for President B. Despite the variations in number of activities, each president's day was characterized by an involvement in a great number and variety of activities.

How Each President Spent the Time Within
Each Category of Activity

Figures 7 through 12 provide an analysis of the percentage of total working time devoted to the major categories of activities for each president.

Table 6

**Analysis of the Average Number and Types of Activities
on Which Each President Spent His Time**

Average Number of Activities and Average Time Spent on Activities	Presidents					F Average
	A	B	C	D	E	
Average Minutes in Scheduled Meetings	217	335	319	277	290	479 320
Average Minutes at Desk Work	147	104	100	122	99	108 113
Average Minutes in Unscheduled Meetings	125	50	89	54	130	111 93
Average Minutes on Travel ¹	0	98	48	0	44	18 35
Average Minutes on Telephone Calls ²	37	45	35	27	26	28 33
Average Minutes on Tours within the College	18	9	20	3	21	18 15
Average Minutes in Evening Activities ³	80	126	132	48	64	210 110
Average Number of Activities per Day	39.3	19.8	31.4	22.2	24.0	25.2 27.0
Average Hours Worked per Day	9.1	10.7	10.2	8.1	10.2	12.7 10.2

¹ The travel of President B was not considered typical since it included one out of town trip which was only made annually.

² Telephone calls screened or made by secretary were not included.

³ Evening activities are also recorded in the appropriate categories of activities, therefore are not included in average calculations, and are provided here for information only.

President A. Figure 7 presents the percentage of President A's total working time devoted to the six major categories of activities.

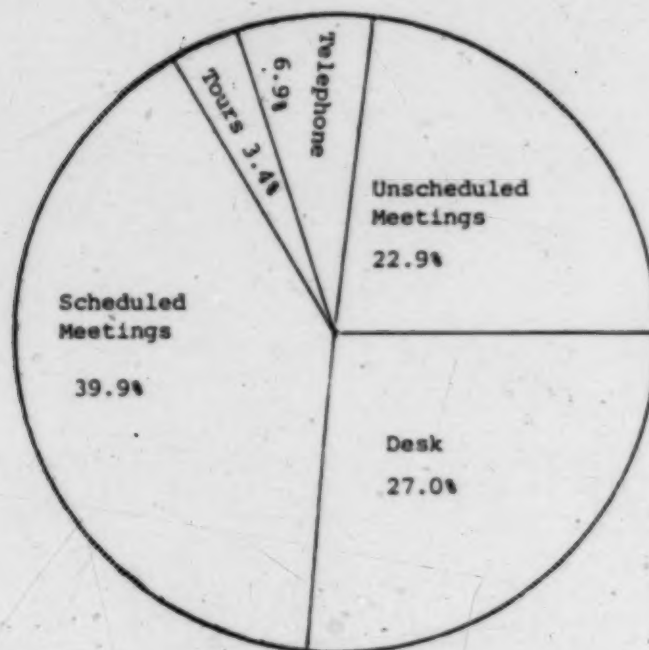


Figure 7

Percentage of Total Working Time Devoted to the Six Major Categories of Activities by President A

The greatest proportion of President A's time was spent in scheduled meetings (39.9%). These were meetings arranged at least one hour in advance and the agenda for the meeting was known in advance of the meeting. The category of activity which made the next highest time demand was desk work at 27 percent. Desk work included mail related activities and solitary planning activities. Unscheduled

meetings were unplanned events that arose on the spur-of-the-moment and through chance encounters and took 22.9 percent of the president's total time. Telephone calls occupied 6.9 percent and tours of the college 3.4 percent of the total working time. President A did not travel during the observation period. Two evening activities were included in this category and occupied 14.7 percent of the total observed working time.

President B. Figure 8 presents the percentage of President B's total working time devoted to the six major categories of activities.

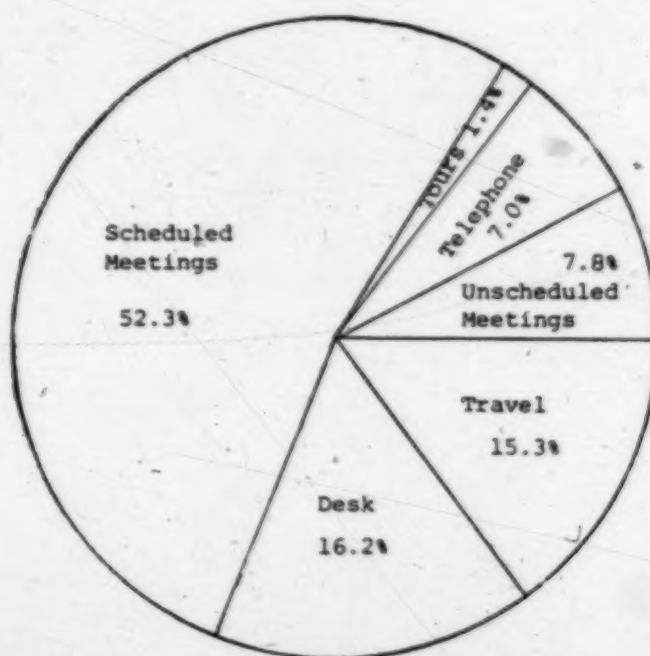


Figure 8

Percentage of Total Working Time Devoted to Six Major Categories of Activities by President B

President B spent 52.3 percent of his time in scheduled meetings. Evening activities occupied 19.7 percent of the total time. Desk work occupied 16.2 percent, and was followed by 15.3 percent of the total time being spent on travel. During the personal interview at the conclusion of the observation period, this president indicated that travel did not usually take up this much time. Normally, off campus visits to educational centers were made once during the year, and one of these occurred during the observation period. This visit accounted for 63 percent of the time spent on travel. Unscheduled meetings took up 7.8 percent and the telephone occupied 7 percent of the president's time. The least amount of time was spent on tours (1.4%).

President C. Figure 9 presents the percentages of President C's total working time devoted to the six major categories of activities.

The largest portion of President C's time, 52.2 percent, was spent in scheduled meetings. Evening activities occupied 21.6 percent of his time, while desk work required 16.4 percent of the total time. Unscheduled meetings occupied 14.6 percent of time, while travel took up 7.9 percent. Telephone calls accounted for 5.7 percent of total working time, while tours were the least demanding with only 3.3 percent.

President D. Figure 10 presents the percentages of President D's total working time devoted to the six major categories of activities.

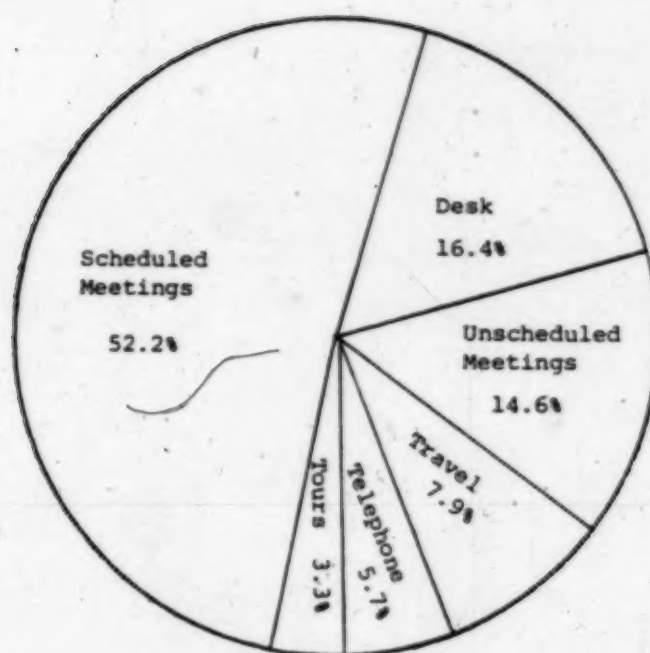


Figure 9

Percentage of Total Working Time Devoted to Six Major Categories of Activities by President C

President D spent 57.3 percent of working time in scheduled meetings, followed in order by desk work with 25.2 percent, 11.3 percent in unscheduled meetings, 5.6 percent in telephone calls and less than one percent in tours. President D did not travel during the observation period, however two evening activities occupied 9.9 percent of the total working time.

President E. Figure 11 presents the percentages of President E's total working time devoted to the six major categories of activities.

The greatest portion of time for President E was spent in scheduled meetings (47.7%). Unscheduled meetings were

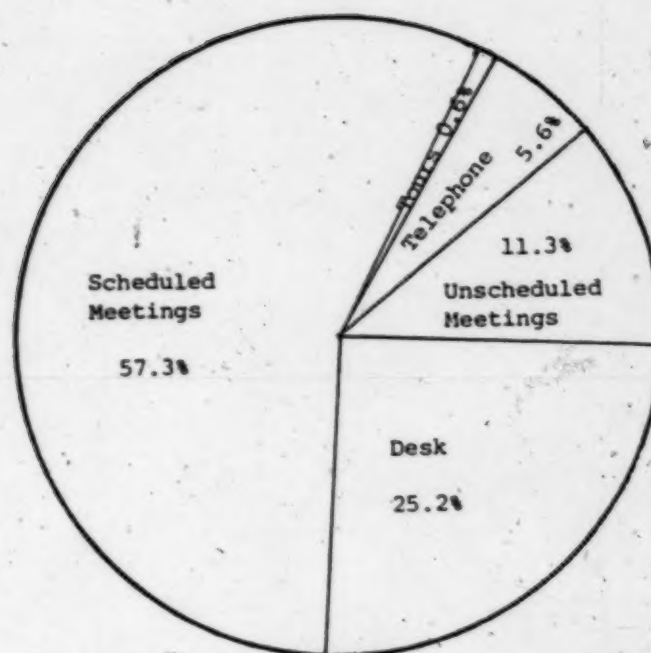


Figure 10

Percentage of Total Working Time Devoted to Six Major Categories of Activities by President D

second in order of demand on the president's time and took up 21.3 percent. This was followed by desk work at 16.2 percent, travel at 7.2 percent, telephone calls at 4.2 percent and tours which occupied the least amount of time at 3.5 percent. Two evening activities occupied 10.5 percent of the total observed time.

President F. Figure 12 provides the percentages of President F's total working time devoted to the six major categories of activities.

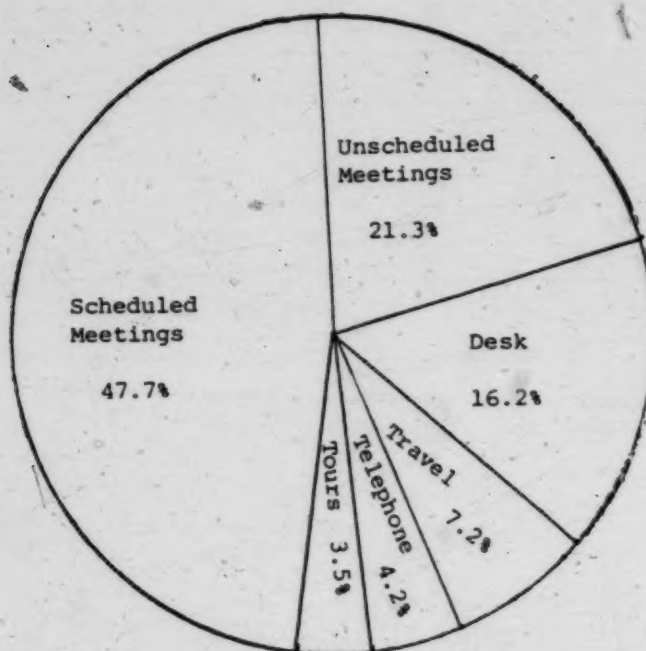


Figure 11

Percentage of Total Working Time Devoted to Six Major Categories of Activities by President E

President F spent a large portion of time in scheduled meetings. This category of activity occupied 62.9 percent of the total working time. Evening activities took 27.5 percent of time for President F. Unscheduled meetings used 14.6 percent of time and desk work followed closely with 14.2 percent. Telephone calls accounted for 3.7 percent, travel for 2.4 percent, and tours for 2.3 percent of time during the period of observation.

A comparative analysis of the way in which each president distributed the total working time among the six

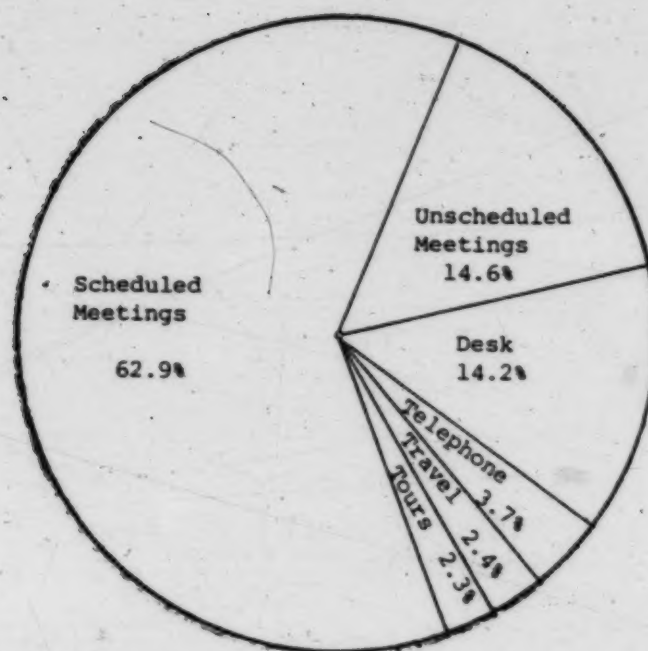


Figure 12

Percentage of Total Working Time Devoted to Six Major Categories of Activities by President F

categories of activities is presented in the following section (Tables 7 through 13). In addition, Figures 13 through 19 provide a comparative analysis of the percentages of working time devoted to each major activity for all six presidents. Table 13 and Figure 19 provide an analysis of the presidents evening activities.

Analysis of the Data for Each Category of Activity

Scheduled Meetings. Table 7 presents the data on the time spent by each president in scheduled meetings. Scheduled meetings were those meetings arranged at least one

Table 7

**Analysis of the Time Spent in Scheduled Meetings
by Six Alberta Public College Presidents**

Scheduled Meetings	Presidents					
	A	B	C	D	E	F
Average Meetings per Day	3.3	4.4	5.6	4.0	4.3	4.8
Average Minutes per Meeting	65.1	76.1	55.0	69.3	68.3	99.8

hour in advance of the meeting and for which the agenda was known in advance of the meeting.

The average daily number of scheduled meetings showed considerable similarity among the six presidents, ranging from a high of 5.6 meetings per day for President C to a low of 3.3 for President A. The average duration of each scheduled meeting varied from a low of 55 minutes for President C to a high of 99.8 minutes for President F.

Figure 13 presents the percentages for the proportion of total working time each president spent in scheduled meetings.

Scheduled meetings occupied the largest proportion of total time for all presidents; however, some variance was evident in the actual percentage of time spent. President F spent the highest proportion of time, 62.9 percent, in scheduled meetings. President A spent 37.6 percent of time in scheduled meetings, the lowest proportion of time spent by any of the presidents in scheduled meetings.

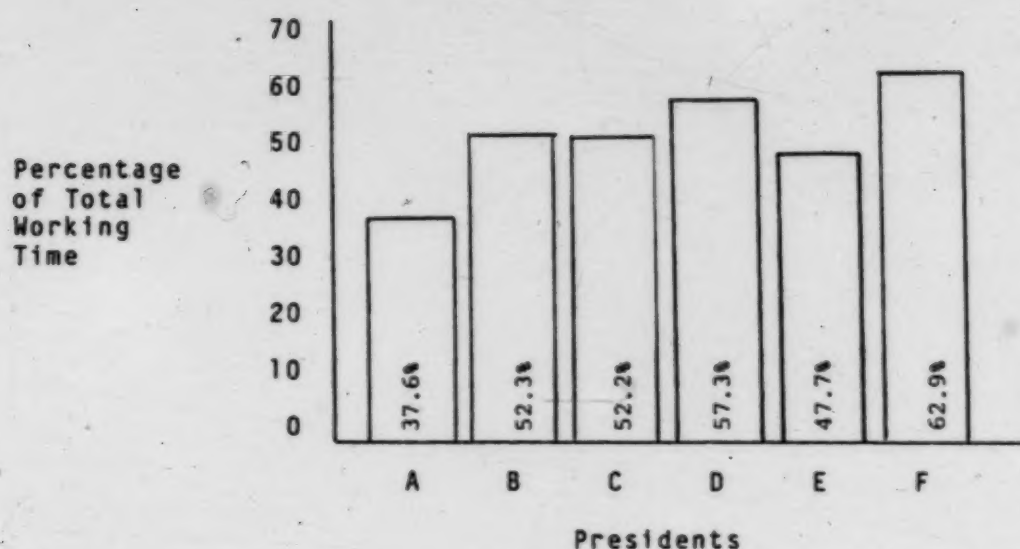


Figure 13

A Comparison of the Percentage of Time Spent by Each President in Scheduled Meetings

Desk Work. Table 8 gives the data for the average number of desk sessions each president had, and the average length of these sessions. Desk work included time spent on mail related activities, both incoming and outgoing, and time spent in solitary activities related to planning for the administration of the college.

Table 8

Analysis of the Time Spent at Desk Work by Six Alberta Public College Presidents

Desk Work	Presidents					
	A	B	C	D	E	F
Average Sessions per Day	10.3	4.8	7.0	7.2	5.8	5.8
Average Minutes per Session	14.2	21.7	14.3	16.9	17.1	18.7

The average number of sessions per day at desk activities varied from a high of 10.3 for President A to a low of 4.8 for President B. The average length of these sessions also varied somewhat, ranging from a high of 21.7 minutes per session for President B to a low of 14.2 for President A.

Figure 14 provides a comparative view of the percentage of working time spent at the president's desk.

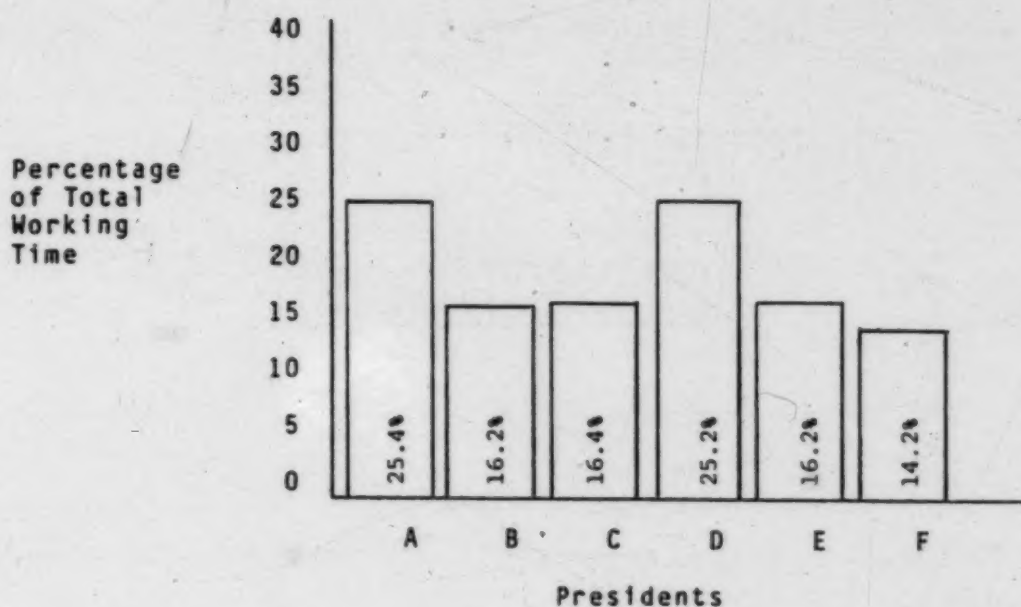


Figure 14

A Comparison of the Percentage of Time Spent by Each President Working at His Desk

President A spent the largest proportion of time, 25.4 percent; President D spent about the same time, 25.2 percent, at desk work. The least proportion of time,

14.2 percent, spent on desk related activities was by President F.

Unscheduled meetings. Table 9 presents the data for the time the six presidents spent in unscheduled meetings. Unscheduled meetings were arranged on the spur-of-the-moment; they were initiated by others or by the presidents and could also be called "chance happenings." They occurred in the presidents' offices, or in other locations of the college, and lasted from one minute to more than one hour.

Table 9
Analysis of the Time Spent in Unscheduled Meetings
by Six Alberta Public College Presidents

Unscheduled Meetings	Presidents					
	A	B	C	D	E	F
Average Meetings per Day	12.3	3.4	8.2	5.6	6.5	7.4
Average Minutes per Meeting	10.1	14.7	10.9	9.7	20.0	15.0

The average number of unscheduled meetings per day varied from a low of 3.4 for President B to a high of 12.3 for President A. The average length of the meetings varied from a high of 20 minutes per meeting for President E to a low of 9.7 minutes per meeting for President D.

Figure 15 presents a comparison of the percentage of total working time each president spent in unscheduled meetings. Figure 9 shows that the greatest proportion of

time in unscheduled meetings was spent by President A with 21.6 percent; however, President E followed closely with 21.3 percent of time in unscheduled meetings. The lowest percentage of time for this category of activity was spent by President B (7.8%).

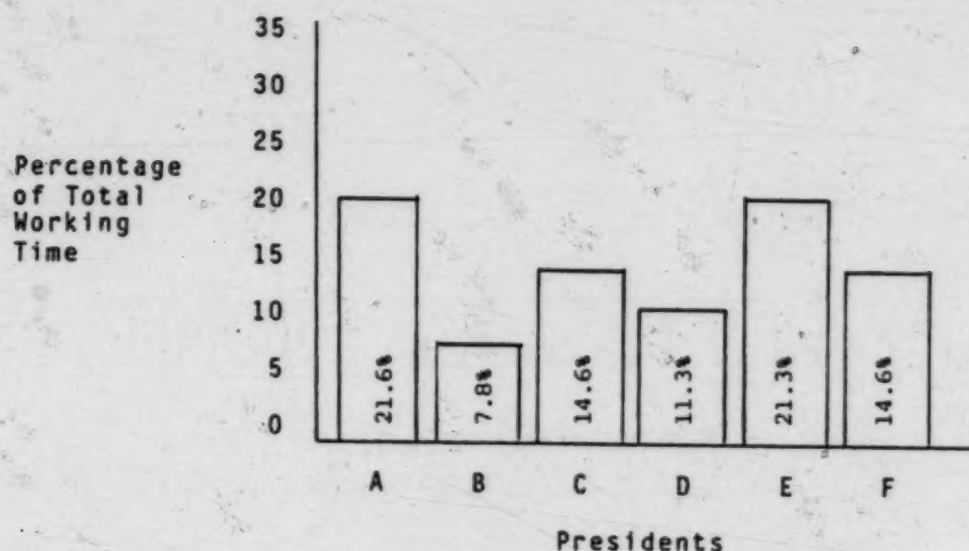


Figure 15

A Comparison of the Percentage of Time Spent by Each President in Unscheduled Meetings

Travel. The data on the amount of time spent by each president on travel related to administrative responsibilities are presented in Table 10.

Presidents A and D did not travel during the eight days of observation. President B travelled an average of two trips per day, President E averaged 1.5 trips per day, President F averaged 1 trip per day and President C had 0.4 trips per day. The average duration of each trip varied

Table 10
Analysis of the Time Spent on Travel by
Six Alberta Public College Presidents

Travel	Presidents					
	A	B	C	D	E	F
Average Trips per Day	0	2.0	.4	0	1.5	1
Average Minutes per Trip	0	48.9	120	0	29.0	18

from 18 minutes for President F to 120 minutes for President C.

The percentage of total working time spent by each president on travel varied considerably. A comparative view of this is presented in Figure 16.

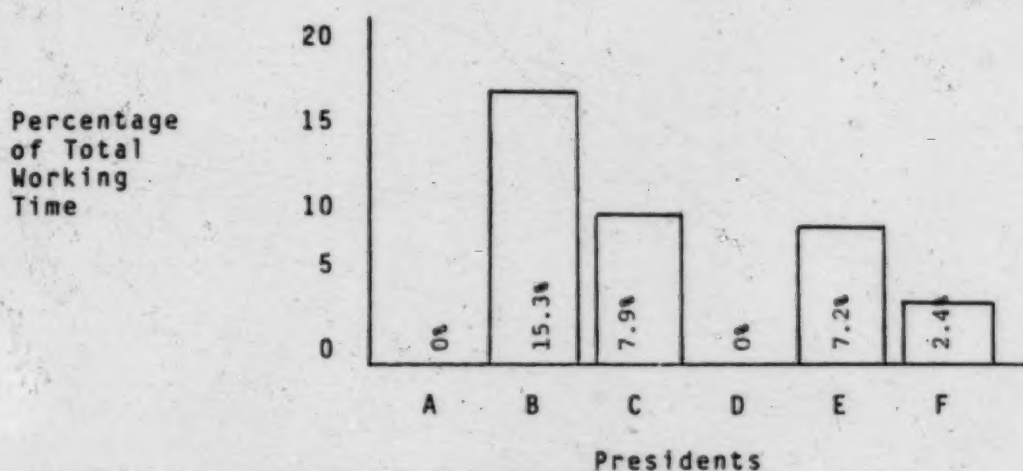


Figure 16

A Comparison of the Percentage of Time Spent by
Each President on Travel

President B spent 15.3 percent of total working time on travel related activities. This was not considered by President B to represent a typical work week because it included an annual visit made to an outreach program at an off campus location. Presidents A and D did not travel during the observation period and did not suggest that this was atypical.

Telephone calls. The data presented in Table 11 present a description of the time spent by each president on the telephone. Telephone calls placed by the secretary or screened and rerouted were not included in these data, only calls originating with the presidents or taken by the presidents were recorded.

Table 11

Analysis of the Time Spent on the Telephone
by Six Alberta Public College Presidents

Telephone Calls	Presidents					
	A	B	C	D	E	F
Average Calls per Day	12.0	5.0	8.0	4.8	5.3	5.6
Average Minutes per Call	3.1	9.0	4.3	5.7	4.9	5.0

The number of calls (both placed and received by the presidents) varied considerably. President A was on the telephone for an average of 12 calls per day, while President D was only on the telephone for an average of 4.8 calls per day. The average length of each telephone call

also varied among presidents, ranging from 9 minutes per call for President B to 3.1 minutes per call for President A.

The percentage of each president's total working time spent on the telephone is presented in Figure 17. President B spent 7.0 percent of the time -- the highest portion of time -- on the telephone. President F spent the smallest portion of working time, 3.7 percent, on the telephone.

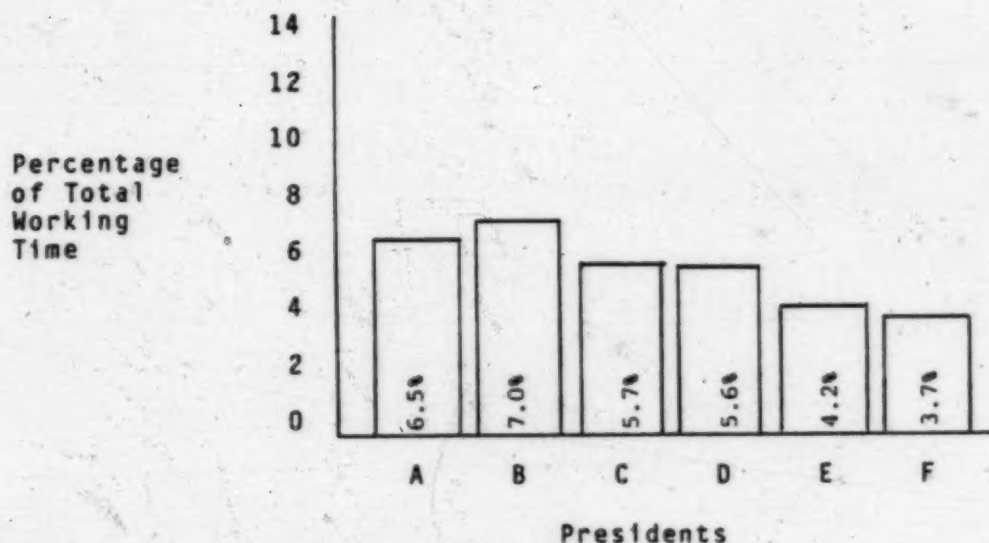


Figure 17

A Comparison of the Percentage of Time Spent by Each President on the Telephone

Tours. All of the presidents spent some time away from their offices, either going to and coming from meetings at other locations of the college, or to observe what was happening at various locations of the college. The data for the time spent in these tours are given in Table 12.

Table 12

**Analysis of the Time Spent on Tours by
Six Alberta Public College Presidents**

Tours	Presidents					
	A	B	C	D	E	F
Average Tours per Day	1.3	.4	2	.6	.8	.6
Average Minutes per Tour	13.8	22.5	10.1	5.0	28.3	29.3

The presidents took very few tours and spent little time on this activity. The highest number of tours was made by President C, an average of 2 per day. The least number of tours was made by President B, with an average of 0.4 per day. The average length of the tours varied considerably ranging from a high at 29.3 minutes per tour for President F and a low of 5.0 minutes per tour for President D.

The percentage of total working time devoted to tours by each president is presented in Figure 18.

The presidents spent the lowest proportion of their time on tours of the college. The greatest proportion of time, 3.5 percent, was spent by President E, while President D spent the least proportion of time, 0.6 percent, on this activity.

Evening Activities. Evening activities consisted of scheduled meetings, travel, and desk related activities. The average number and duration of these activities was included in the data presented for the six major activities.

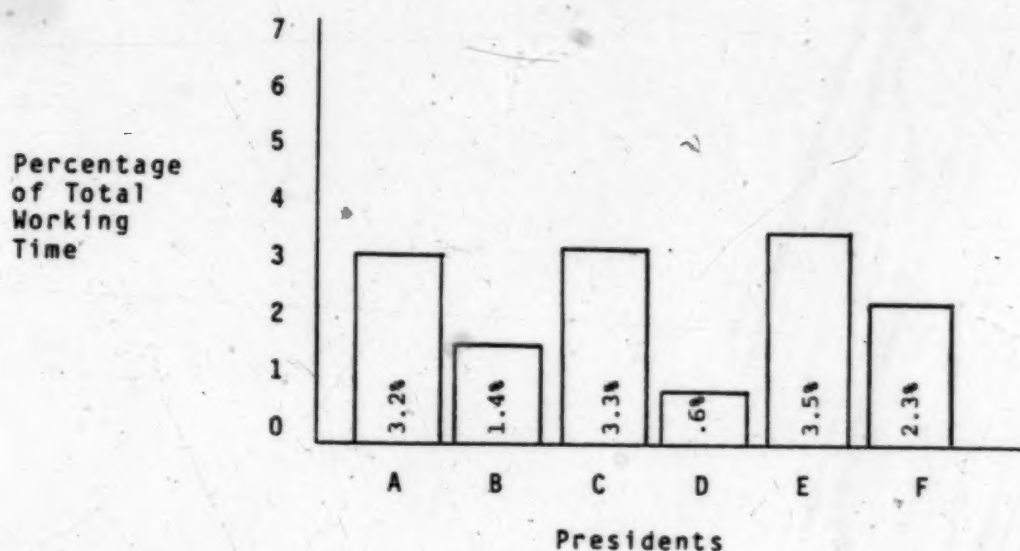


Figure 18

A Comparison of the Percentage of Time Spent by Each President on Tours

Table 13 presents a description of the evening activities of each president.

Table 13

Analysis of the Time Spent in Evening Activities by Six Alberta Public College Presidents

Evening Activities	Presidents					
	A	B	C	D	E	F
Average Activities per Day	.67	.8	1.4	.4	.5	1.2
Average Minutes per Activity	120	57.5	94.3	120	127.5	175.0

All six presidents were involved in evening activities. President C had the greatest number of evening activities, averaging 1.4 evening activities per day. President F

followed closely with an average of 1.2 per day. President D had the least average number of evening activities with only 0.4 per day. The average time spent in evening activities varied from a high of 175 minutes per activity by President F to a low of 57.5 minutes per activity by President B.

The percentage of total working time spent by each president in evening activities is presented in Figure 19.

President F spent the greatest proportion of the time in evening activities. President F spent 27.5 percent of total working time on administrative activities occurring after 1800 hours. President D spent the least amount of time, 9.9 percent, in evening activities.

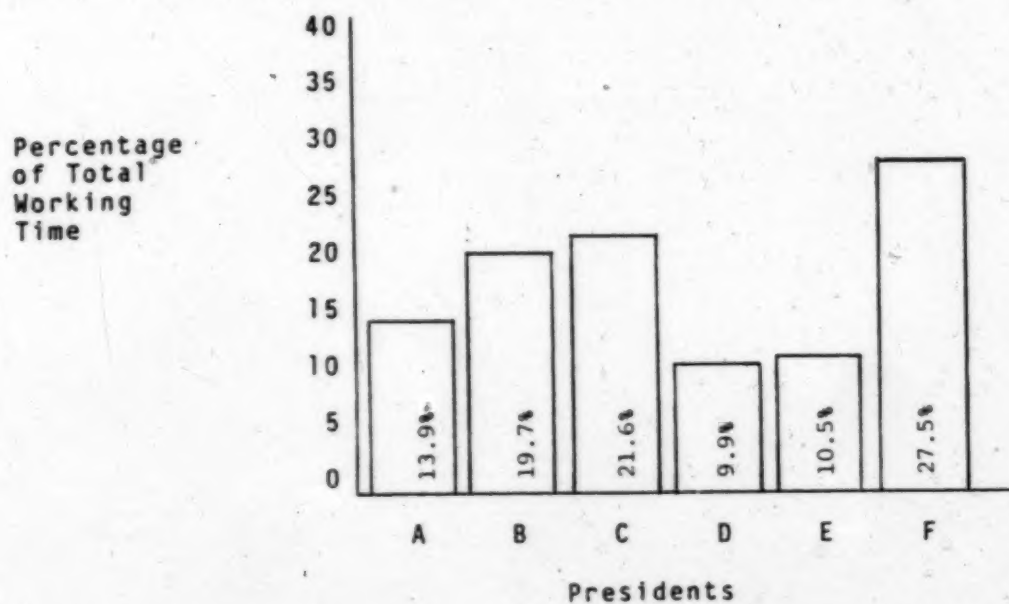


Figure 19

A Comparison of the Percentage of Time Spent by Each President in Evening Activities

How Six Alberta Public College Presidents Spent
Their Working Time: A Composite View

The data presented in this chapter have shown what proportion of the presidents' time was spent in each of the six major categories of activities. Comparisons have also been made among the six presidents in terms of how they distributed their time among these activities.

This section presents data on the typical president's working time. The small sample of six Alberta public college presidents does not allow for generalizations to the total population of college presidents; however, this composite picture provides some insight into the typical Alberta public college president's day-to-day administrative behaviors.

Table 14 presents the composite data for the way in which the six presidents together divided their working time among the six major categories of activities. The categories of activities are presented in rank order in terms of the demand on the presidents' total time. Scheduled meetings occupied the most time, with 8862 minutes, during the 27 days of observation. Desk work was second with 3005 minutes or 50.1 hours of time.

Unscheduled meetings accounted for 2416 minutes and was the third ranked demand on the presidents' time. This category, however, had the greatest number of activities, 186 separate encounters, each averaging 13 minutes in duration. Scheduled meetings, while fewer in number (121), were much longer in duration and averaged 73.2 minutes.

Table 14
**A Composite Analysis of How Six Alberta Public
 College Presidents Spent Their Working Time**

Category of Activity	Minutes On Each Category	Number of Activities	Average Minutes in Each Activity
Scheduled Meetings	8862	121	73.2
Desk Work	3005	178	16.9
Unscheduled Meetings	2416	186	13.0
Travel	993	23	43.2
Telephone Calls	888	174	5.1
Tours	389	25	15.6
Evening Activities*	3075	23	133.7

* also included in appropriate category of activity

Desk work, which primarily involved reading mail and writing letters and reports, had 178 activities, each averaging 16.9 minutes in length.

The fourth ranked activity was travel with 993 minutes of time, but only 23 separate trips were made. Each trip averaged 43.2 minutes, the second greatest amount of time spent on any separate activity; only scheduled meetings averaged a higher time on each activity. Telephone calls were third highest in the actual number of activities with 174 calls being made or received by the presidents. These calls, however, averaged only 5.1 minutes each, for a total time on the telephone of 888 minutes. Tours were the lowest

ranked activity, and 25 tours lasted 389 minutes for an average duration of 15.6 minutes.

Evening activities occupied 3075 minutes for the total observation period. These activities numbered 23 and averaged 133.7 minutes each.

Table 15 presents the composite data for the average number of activities per day and the time spent on them by the presidents.

Table 15

Average Number of Activities and the Time Spent on These Activities by Six Alberta Public College Presidents

Average Hours per Day	10.2
Average Number of Activities per Day	26.2
Average Minutes per Activity	23.4

During the 27 days of observation the presidents averaged 10.2 hours a day on their jobs. This included the time spent in evening activities.

The presidents were involved with an average of 26.2 activities per day, and the average length of each activity was 23.4 minutes.

The composite picture of how the six Alberta public college presidents apportioned their time among the six major categories of activities is presented in Figure 20. Figure 20 shows that the presidents spent over one-half of their working time (53.5 %) in scheduled meetings and almost one-fifth (18.2 %) of their time at desk work.

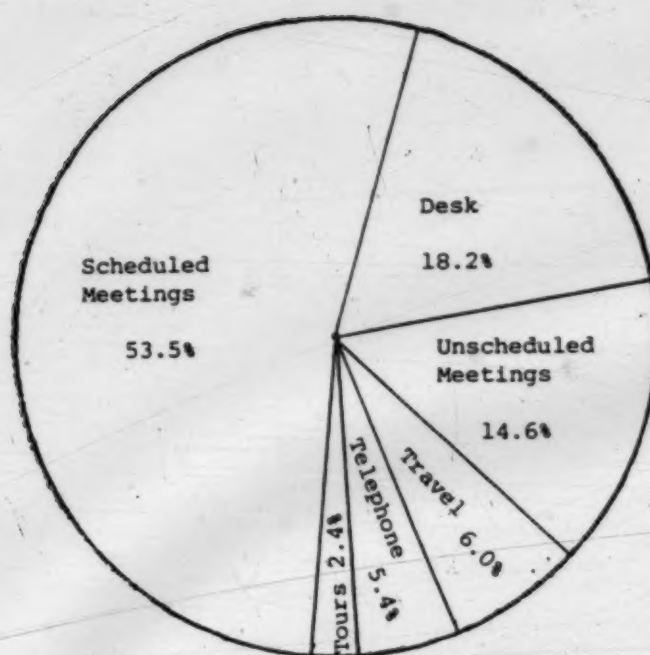


Figure 20

**A Composite View of the Proportion of Time
Devoted to Each Category of Activity
by the Six Alberta Public College Presidents**

Unscheduled meetings occupied 14.6 percent of their time, and travel consumed 6 percent. They spent 5.4 percent of their working time on telephone calls, and only 2.4 percent on tours of their respective colleges. In fulfilling the job requirements during the 27 days of observation, the presidents spent 18.5 percent of their total working time in evening activities.

Table 16 presents percentages of the total activities broken down into specific time periods. The data indicate that the presidents' working day involves a large number and

Table 16
Percentage Distribution of the Presidents'
Activities by Duration in Minutes

Minutes	Number of Activities	Percentage of Total Activities	Cumulative Percentage
0 - 4.9 minutes	281	39.7	39.7
5 - 9.9	140	19.8	59.5
10 - 29.9	136	19.3	78.8
30 - 59.9	70	9.9	88.7
60 and over	80	11.3	100.0

variety of activities of short duration. Approximately 60 percent of all the activities in which the presidents were involved lasted less than ten minutes and 40 percent lasted less than five minutes. Only 21.2 percent of all activities lasted thirty minutes or longer and 11.3 percent lasted sixty minutes or longer.

SUMMARY

This chapter has presented an analysis of how six Alberta public college presidents spent their working time. The chapter has analyzed each category of activity and presented a comparison of the proportion of time each president spent in each category of activity.

The data for the individual president's use of time does not present a consistent pattern with regard to the proportion of time devoted to the six major categories of

activities except that scheduled meetings occupied the most time for all presidents. Desk work and unscheduled meetings accounted for the next greatest time demands and these two categories of activities together with scheduled meetings occupied over 80 percent of the presidents' working time.

Composite figures were presented that show the typical president spends 53.5 percent of the time in scheduled meetings, followed by desk work at 18.2 percent and unscheduled meetings at 14.6 percent. Travel consumed 6 percent of the time, telephone calls 5.4 percent and tours the least amount of time with only 2.4 percent.

The typical president worked 10.2 hours per day and was involved in an average of 26.2 activities each lasting 23.4 minutes. The president spent 60 percent of the time in activities lasting less than ten minutes and 40 percent of all activities lasted less than five minutes.

CHAPTER 5

DESCRIPTION AND ANALYSIS OF THE PRESIDENTS' VERBAL AND WRITTEN CONTACTS

This chapter presents a more detailed analysis of the way in which the presidents spend their time. Data are presented on the verbal and written contacts in which the presidents were involved.

The chapter is divided into five sections. The first section provides an overview of the total number of contacts in which the presidents were involved, the media used in these interactions, and the proportion of working time devoted to each medium. The second section presents data on the categories of people with whom the president interacted and the time spent with each group. This section also provides data on who initiated the contacts and where they took place. Part three provides a description of the purposes for which the various contacts were initiated. The categories of purpose used are those identified by Mintzberg (1973) in his study of chief executives. All the administrative behaviors observed during the period of this study were easily classified within the ten categories identified by Mintzberg and no additional categories were created by this researcher. The fourth section describes

the presidents mail, both incoming and outgoing. This describes who initiated the mail, the form of mail (letter, memo, etc.), how it was handled, and the major purpose for which the mail items were generated. The final section presents a summary of the findings as presented in this chapter.

THE VERBAL CONTACT RECORD OF THE ALBERTA PUBLIC COLLEGE PRESIDENT

An Overview

The data in the typical (average) column of Table 17 show that each day the presidents were involved, on average, in 20.2 verbal contacts. President A, with 29, had the largest average number of contacts each day, while

Table 17

Analysis of the Average Number of Verbal Contacts
and the Percentage of Time Devoted to this
by Six Alberta Public College Presidents

Category	Typical (Average)	Presidents					
		A	B	C	D	E	F
Average Number of Contacts per Day	20.2	29.0	15.0	24.4	15.0	18.3	19.4
Percent of Total Time (Excludes Desk Activities)	80.8	73.0	83.8	83.6	74.9	83.8	85.8

Presidents B and D had the smallest average number with 15 each. The six presidents, together, spent approximately 81 percent of their working time in verbal contacts with other people. The data show a range from a high of 85.8 percent of President F's working time devoted to verbal contacts to a low of 73 percent of President B's time devoted to verbal interaction with other people.

Table 18 shows the greatest number of verbal contacts for the presidents took place through the medium of unscheduled meetings, 35 percent, followed closely by telephone calls at 32.9 percent. The percentages for the individual presidents show that Presidents C, D, E and F had a similar percent of their verbal contacts through unscheduled meetings, while President A had the greatest percent of contacts via this medium, and President B had the least percentage of his total number of contacts devoted to this medium.

President A also had the largest percent of total verbal contacts on the telephone followed by Presidents B, C, and D who were similar in their percent of the total number of verbal contacts, and President E and F who were somewhat lower. The figures show that 23 percent of the typical president's verbal contacts were made through scheduled meetings, and 4.5 percent of the contacts were through tours and visits. The category, travel (with others) occupied only 4.7 percent of the total number of verbal contacts.

Table 18

**Analysis of the Media Used in the Verbal Contacts:
The Percent of Total Contacts and The Percent of Total Contact Time**

Category	Typical (Average)	Presidents					
		A	B	C	D	E	F
Unscheduled Meetings							
Percent of Contacts	35.0	42.5	22.7	33.6	37.3	35.6	38.1
Percent of Time	19.3	31.4	9.3	17.5	15.0	25.4	17.0
Telephone Calls							
Percent of Contacts	32.9	41.4	33.3	32.8	32.0	28.8	28.9
Percent of Time	6.9	9.4	8.4	6.8	7.5	5.0	4.3
Scheduled Meetings							
Percent of Contacts	23.0	11.5	28.0	23.8	26.7	23.3	24.7
Percent of Time	64.4	54.6	62.4	62.4	76.6	56.9	73.3
Tours/Visits							
Percent of Contacts	4.5	4.6	2.7	8.2	4.0	4.1	3.1
Percent of Time	3.0	4.6	1.7	4.0	0.8	4.2	2.7
Travel							
Percent of Contacts	4.7	0.0	13.3	1.6	0.0	8.2	5.2
Percent of Time	6.5	0.0	18.2	9.4	0.0	8.5	2.8

The percentage of time spent on the various media, however, showed a different pattern. The figures show that the typical president spent 64.4 percent of the total verbal contact time in scheduled meetings, 19.3 percent in unscheduled meetings, 6.9 percent in telephone calls, 6.5 percent in travel (with others), and 3 percent in tours and visits.

The data for the individual presidents showed that verbal contacts in scheduled meetings occupied the greatest proportion of time (64.4%). The proportion of time in scheduled meetings showed some variance among individual presidents from a high of 76.6 percent for President D to a low of 54.5 percent for President A.

Participants in the Verbal Contacts of Presidents

Figure 21 shows the proportion of the typical (average) number of verbal contacts in which the presidents were involved with each of the categories of people identified. Figure 22 indicates the proportion of the verbal contact time spent by the presidents with each of the categories of people identified.

The percentages given in Figure 21 show the greatest percentage of the presidents' verbal contacts, 42.6 percent, were with the administrative personnel of the college. Support staff included the presidents' secretaries and was the second greatest percentage of the number of verbal contacts at 13.9 percent. Contacts with the Board of Governors was the next highest internal contact at 7.4

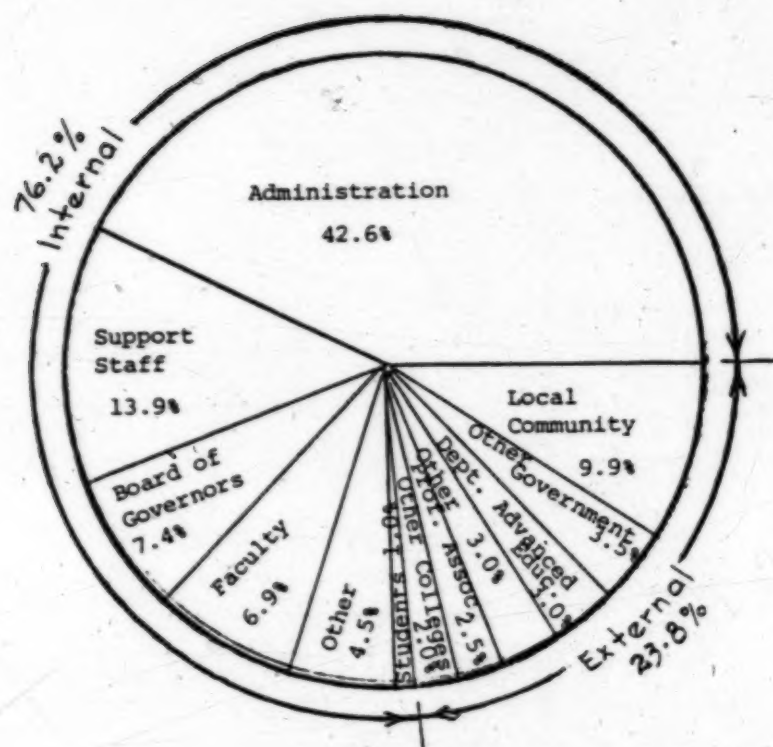


Figure 21

The Percentage of Verbal Contacts in which the Presidents were Involved with Various Categories of Individuals

percent, while faculty contacts occupied 6.9 percent of the total contacts. The least number of contacts were with students and occupied only one percent of the verbal contacts. Contacts with the local community occupied the greatest number of contacts with the external community (9.9%). It is worth noting that the typical (average) college president had 76.2 percent of the total number of verbal contacts within the college, and external contacts comprised only 23.8 percent of the total verbal contacts.

Figure 22 provides composite proportions of the time spent with the various categories of people. The presidents spent 72.6 percent of their time in verbal contacts within the institution and 27.4 percent of their total verbal contacts with external contacts.

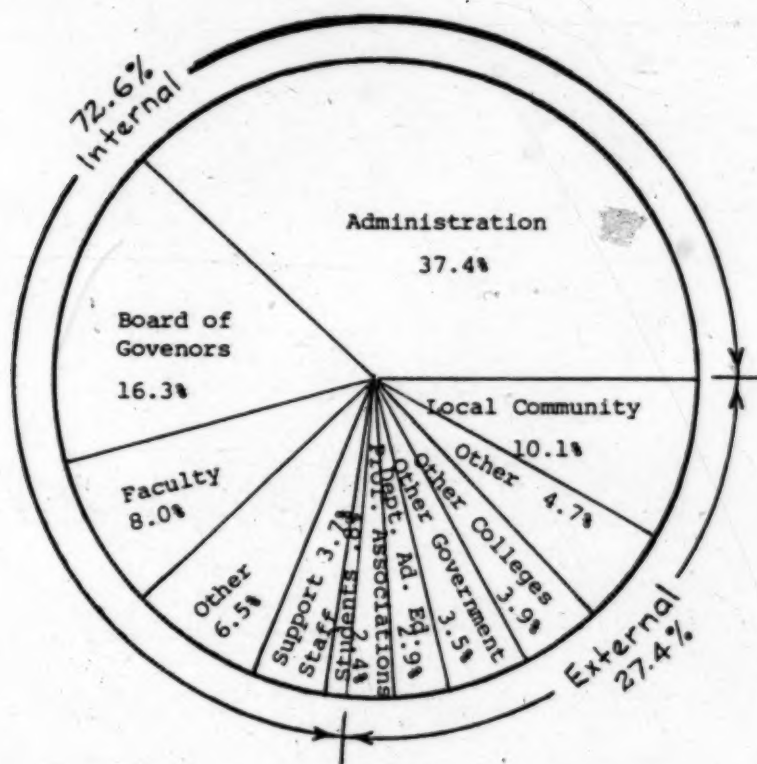


Figure 22

The Percentage of the Total Verbal Contact Time Spent by the Presidents with Various Categories of Individuals

The typical (average) Alberta public college president spent 37.4 percent of the time with college administration, followed by 16.3 percent of the total verbal contact time

with members of the Board of Governors of the colleges. Local community contacts occupied 10.1 percent of the time and faculty were next with 8.0 percent.

Support staff contacts involved 3.7 percent of the time while students had the lowest proportion of time with only 0.8 percent.

A description of specific events that made up these verbal contacts follows.

Internal verbal contacts. The Alberta public college president had 76.2 percent of the verbal contacts within the college.

Verbal contacts with college administrative personnel occupied the largest number of contacts as well as the greatest proportion of the presidents' time. These contacts were sometimes brief and other times required a lengthy meeting. An example follows. President C met with the college foundation director for one minute for the purpose of receiving information. During this minute the foundation director provided the president with the names of the members of the foundation board. Later in the same day, President C met with a senior planning committee for 100 minutes and completed the necessary planning required to choose an architect for a new building project and a response to the museum, the agriculture society, and the hospital board regarding joint ventures.

Table 19 provides information on the internal verbal contacts of the typical (average) president and each

Table 19

**Analysis of the Average Number of Internal Verbal
Contacts by Six Alberta Public College Presidents**

Internal Groups	Typical (Average)	Presidents					
		A	B	C	D	E	F
Administration	8.6	11.3	2.6	11.6	8.8	6.5	10.0
Support Staff	2.8	5.3	1.4	2.4	2.0	2.8	3.0
Board of Governors	1.5	3.0	2.4	1.0	0.4	4.0	1.2
Faculty	1.4	2.0	1.0	2.0	0.8	1.2	1.6
Other	0.9	0.7	2.2	0.6	0.2	1.5	0.6
Students	0.2	0.3	0.2	0.6	0.0	0.0	0.0
Average per Day	15.4	19.9	9.8	18.2	12.2	16.0	16.4

individual president. It further provides data on the contacts for each internal group. These data show that the typical (average) college president had 15.4 verbal contacts per day with persons internal to the college.

Figure 23 provides a comparative view of the proportion of time the typical (average) college president spent with each internal group. The typical (average) Alberta public college president spent over twice as much time with the college administration as with the next closest group, the board of governors. It is of interest to note that the student group -- the reason for the existence of colleges --

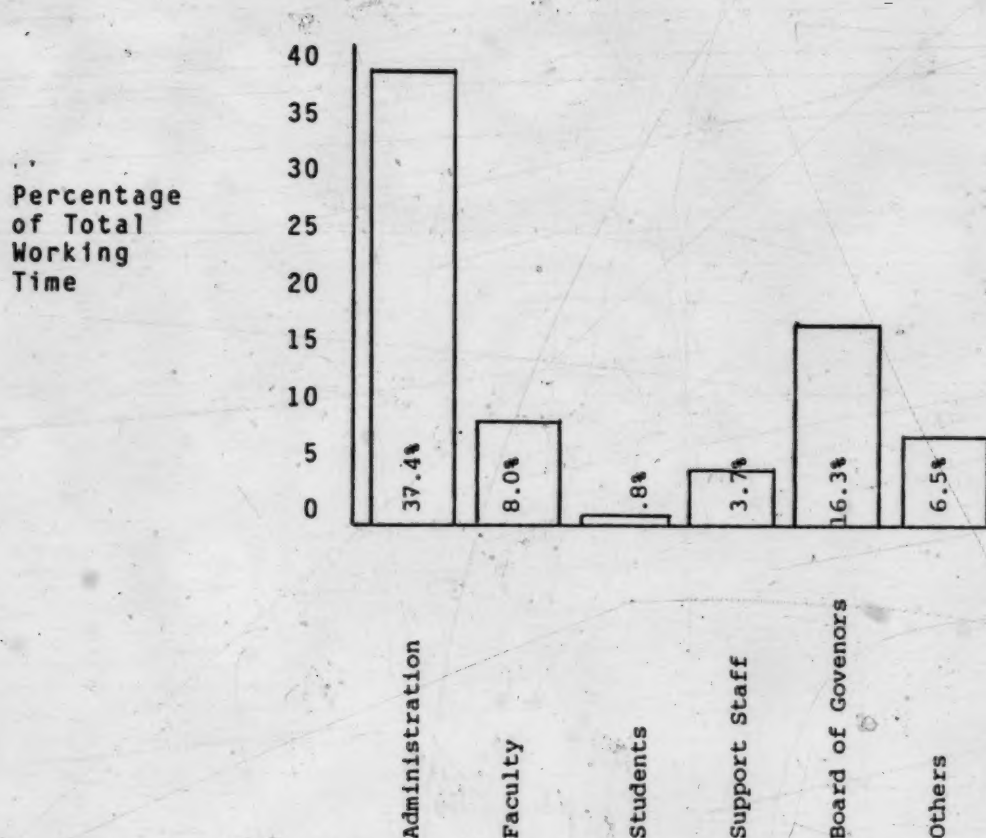


Figure 23

A Comparison of the Time Spent by the Typical President with Internal Groups

occupied less than one percent of the president's time. This may have been due to the timing of the study, as most students had completed their academic work for the year and had left the college. In the structured interviews, with the presidents following the observation period, however, all indicated that the time spent with students was typical of their activities and no one indicated that they would have spent more time with students at another time of the year.

The typical president spent 72.6 percent of the time with internal verbal contacts. This left 27.4 percent of the time for external contacts. During the structured interviews, all presidents indicated that they spent a great deal of time on external activities such as public relations, speaking engagements, ceremonial and social occasions. One president indicated that over fifty percent of the time was spent on these activities. Although all presidents indicated their activities were fairly typical during the observation period, two presidents indicated that they might ordinarily spend more time with senior administrators in their college than they actually did during the week of observation.

External verbal contacts. The greatest number of external verbal contacts, as well as the greatest amount of time spent on these contacts, was spent with members of the local community. An example of these contacts is presented by considering an activity of President A. This president spent two hours with the local community at an AADAC sponsored luncheon. The purpose of this meeting was to provide information to the community on new AADAC programs, and later AADAC personnel followed up with the president on what the college would do to help.

Table 20 provides information on the contacts each president had with various external groups. It also shows the typical (average) Alberta public college president had 4.8 verbal contacts per day with external groups.

Table 20
Analysis of the Average Number of External Verbal
Contacts by Six Alberta Public College Presidents

External Group	Typical (Average)	Presidents					
		A	B	C	D	E	F
Local Community	2.0	5.7	1.6	2.8	0.6	0.5	0.6
Other Gov't.	0.7	1.0	1.8	1.2	0.2	0.0	0.0
Dept. of Advanced Ed.	0.6	1.0	0.2	0.4	0.4	1.3	0.2
Other	0.6	0.7	0.2	1.0	1.4	0.0	0.4
Professional Association	0.5	0.3	1.0	0.0	0.2	0.5	1.2
Other College Presidents and/or Senior Administrators	0.4	0.3	0.4	0.8	0.0	0.0	0.6
Average Per Day	4.8	9.0	5.2	6.2	2.8	2.3	3.0

Figure 24 presents a comparative view of the proportion of time the typical (average) college president spent with each external group. The local community occupied the greatest proportion of the president's time. This supported the presidents' comments during the structured interviews that a great amount of time was devoted to the activities in the local community. This was further substantiated in the review of the presidents' diaries for the week prior to the observation. Presidents were speakers at graduations, service clubs, and chamber of commerce meetings as well as

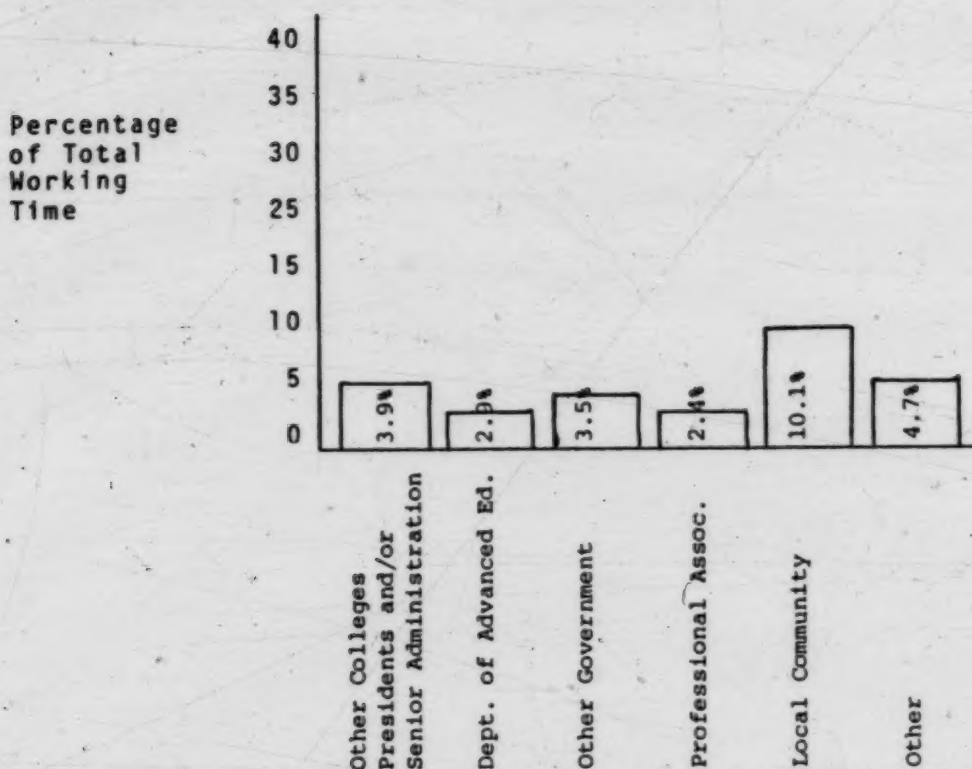


Figure 24

A Comparison of the Percentage of Time Spent by the Typical President with External Groups

participants at similar functions, including civic receptions.

Initiation of Verbal Contacts

Figures 25 and 26 give an indication of the degree of control the presidents had over the time they spent in verbal contacts. Figure 25 shows the proportion of the number of verbal contacts initiated by the presidents, and Figure 26 indicates the proportion of the time spent in these contacts that was controlled by the presidents.

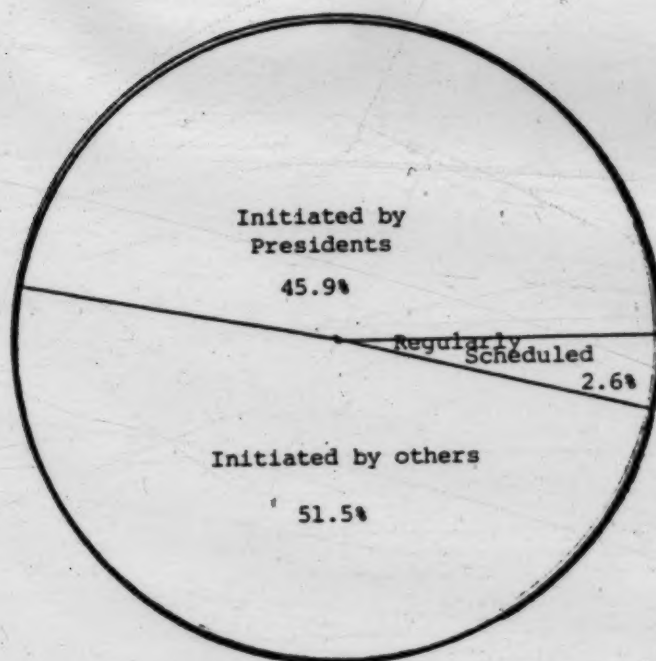


Figure 25

Proportion of Total Verbal Contacts

Figure 25 shows that others initiated over one-half of the verbal contacts, and that only a small number of contacts were through regularly scheduled activities. Figure 26 indicates that contacts initiated by others also occupied the greatest proportion of time. Presidents' diaries supported these observations, and all presidents, during the interviews commented that they had difficulty controlling their time. One president indicated no control over time, having the secretary always schedule contacts. This was considered to be a major problem for this

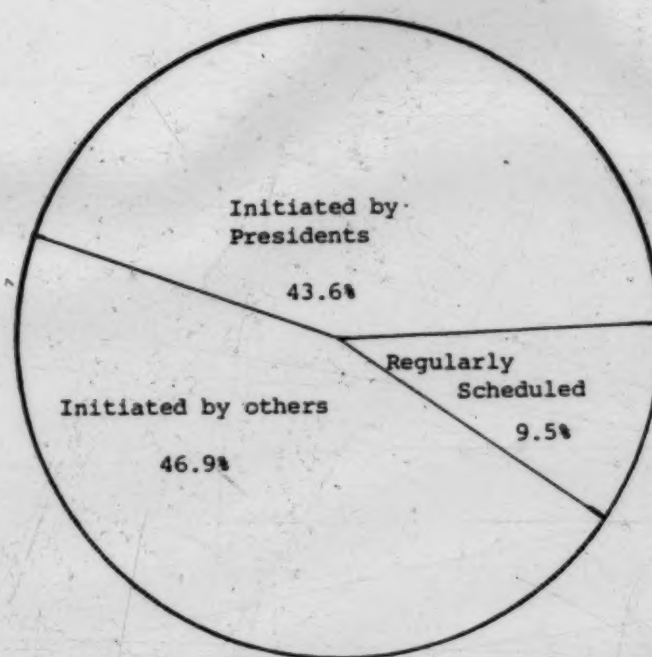


Figure 26
Proportion of Total Verbal Contact Time

president. Others indicated that they were in the middle of a ten-point scale on controlling their time. The data presented in Figures 25 and 26 corroborate these comments.

Location of verbal contacts. Tables 21 and 22 show where the verbal contacts took place by the percentage of the total number of contacts in each location, and then by the percentage of the total time spent in the contacts in each location.

The greatest portion of the verbal contacts of the presidents took place in their own offices (70.3%). Verbal

Table 21
The Percentage of the Average Number of Verbal
Contacts Spent by the Presidents in Each Location

Location	Typical (Average)	Presidents					
		A	B	C	D	E	F
Presidents' Offices	70.3	90.0	57.4	57.4	76.0	65.6	69.1
Other College Locations	20.3	5.5	14.7	39.3	17.3	24.6	19.6
Away From the College	9.4	4.5	28.0	3.3	6.7	9.8	11.3

contacts in other college locations were the next greatest proportion with 20.3 percent. These locations were primarily conference rooms and other senior administrators' offices. College presidents had only 9.4 percent of their verbal contacts away from the college.

The percent of verbal contact time spent in the presidents' offices, other college locations and away from the college was very similar. Presidents spent the greatest proportion of their verbal contact time (33.9%) in "other college locations." Verbal contact time away from the college occupied the second greatest proportion of the verbal contact time at 33.7 percent, while verbal contacts in the presidents' offices occupied a slightly lower proportion of verbal contact time (32.4%).

Table 22
The Percentage of the Verbal Contact Time
Spent by the Presidents in Each Location

Location	Typical (Average)	Presidents					
		A	B	C	D	E	F
Presidents' Offices	32.4	53.9	21.6	24.9	40.5	25.8	34.7
Other College Locations	33.9	4.8	15.0	58.7	28.8	54.9	34.1
Away from the College	33.7	41.4	63.4	16.4	30.7	19.3	31.2

It is apparent from the data in Tables 21 and 22 that the largest number of verbal contacts were in the presidents' offices, (70.3%) however, these occupied only 32.4 percent of the total time in verbal contacts. This may have been due primarily to the nature of the contacts. Lengthy meetings were almost always held in conference rooms in the college, and contacts away from the college were also usually for lengthy meetings. Verbal contacts in the presidents' offices were normally of a shorter duration and involved telephone calls and contacts with college administrators for the purpose of requesting and/or providing information.

The Purpose of the Verbal Contacts

Figure 27 shows the proportion of the number of verbal contacts spent on each of three categories of purpose identified by Mintzberg (1973). These categories of

managerial activities and roles, according to Mintzberg (1973:96), include

those concerned primarily with interpersonal relationships, those that deal primarily with information processing, and those that involve the making of significant decisions.

These three categories are composed of ten observable roles

figurehead, liaison, and leader (interpersonal roles), monitor, disseminator, and spokesman (informational roles) and entrepreneur, disturbance handler, resource allocator, and negotiator (decisional roles). (Ibid.)

Mintzberg further states (1973:96)

these ten roles form a gestalt -- an integrated whole. The three interpersonal roles derive from the manager's formal authority and status; these give rise to the three informational roles, and these in turn enable the manager to perform the four decisional roles.

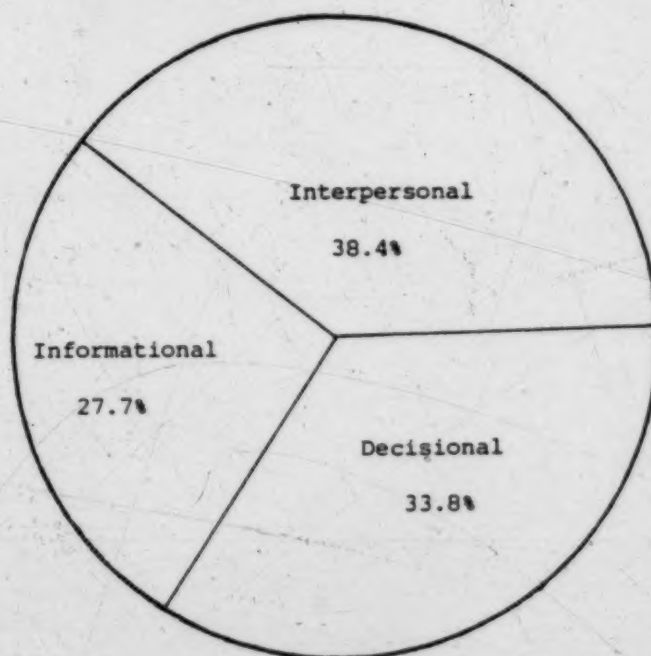


Figure 27

The Percentage of the Number of Verbal Contacts
by Categories of Purpose

Interpersonal behaviors occupied the greatest proportion of the verbal contacts with 38.4 percent of the verbal contacts falling into this category. Decisional behaviors took up 33.8 percent of the verbal contacts, while informational behaviors were somewhat lower with 27.7 percent.

Figure 28 shows the proportion of verbal contact time spent in the three categories of purpose -- interpersonal, informational and decisional. Presidents spent 57.9 percent of their verbal contact time in the category of interpersonal behaviors. The decisional category occupied 23.8 percent of the presidents' time, and informational behaviors occupied 18.3 percent of the total verbal contact time.

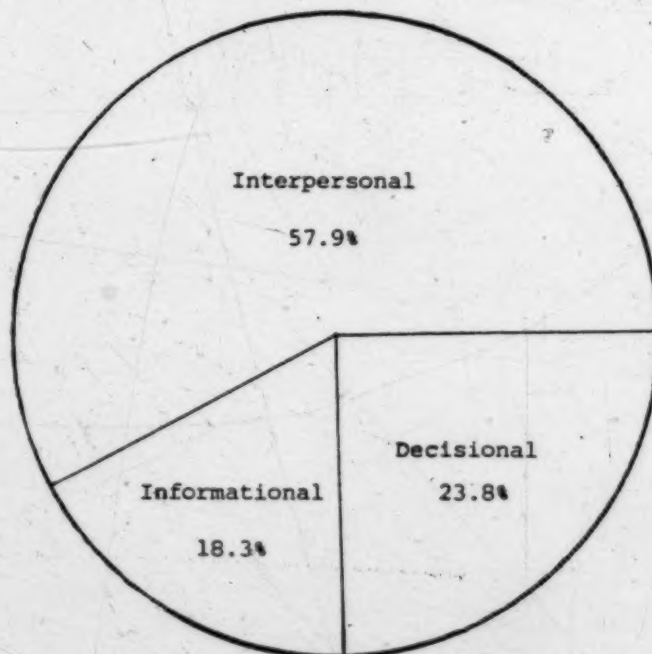


Figure 28

The Proportion of the Verbal Contact Time
by Categories of Purpose

Interpersonal behaviors. As mentioned earlier, interpersonal behaviors arise from the formal authority and status of the position. Three observable roles within this category of purpose are figurehead, leader and liaison. These will be discussed separately.

1) Figurehead behaviors are identified by Mintzberg (1973:96) as those when

the manager is identified as a symbol, is obliged to carry out a number of social, inspirational, legal and ceremonial duties. In addition, the manager must be available to certain parties that demand to deal with him because of his status or authority.

Examples of some presidential behaviors fitting into this role include presenting degrees at convocation, speaking at graduations, signing letters on behalf of the college for appointments to advisory committees, and routine acknowledgements. Interactions with this researcher were also included in this category.

Table 23 shows the proportion of time spent in figurehead behaviors during the observation period. Figurehead activities, while not great in number, took up 7.4 percent of the typical (average) president's time. Activities of a figurehead nature can be illustrated by examples from President F's activities on the third day of observation. President F took part in graduation exercises for a program in his college. In carrying out this activity, the president attended a supper and a short

Table 23
Analysis of the Figurehead Behaviors
of Six Alberta Public College Presidents

Figurehead Behaviors	Typical (Average)	Presidents					
		A	B	C	D	E	F
Average Behaviors per Day	0.7	0.7	0.6	1.6	0.4	0.0	0.8
Minutes per Behavior	54.2	50.0	32.3	60.3	45.0	0.0	65.3
Percentage of Total Working Time	7.4	8.4	3.6	18.8	5.0	0.0	8.0

program, spoke briefly during the program, and handed out certificates to the graduands. This took two and one half hours on that day. Later in the week, the president attended a farewell luncheon for a support staff member and presented her with a gift from the college. This activity was much briefer and involved only seven minutes in the president's time.

During the structured interviews all but President E indicated that they were involved in this category of behavior approximately one to three times per week. President E indicated only one to two such activities per month. The structured interviews corroborated the observed data, as did also the presidents' diaries.

2) Leader behaviors are explained by Mintzberg (1973:96) as

the manager's relationship with his subordinates. He defines the milieu in which they work, motivates them, probes into their activities to keep them alert, and takes responsibility for hiring, training, and promoting them. The manager attempts to bring subordinates and organizational needs into a common accord to promote efficient operations. The leader role pervades virtually all the manager's activities in which subordinates are involved, even those whose main purpose is not interpersonal. The power of the manager is most clearly manifested in the leader role.

Presidential behaviors assigned to this category were virtually all activities involving subordinates, including secretaries.

Table 24 provides further data on leader behaviors. All presidents were involved with leader behaviors. The average number per day was highest for President A (4.3) and lowest for President E (0.8). The typical (average) president spent 14.7 percent of the time engaged in this category of behavior.

Examples of specific activities included in this category of behavior follow. President A met for five minutes with a senior administrator to discuss the amount of overhead to charge a specific program. President B met with the executive assistant for 44 minutes to plan the day's activities, some activities for later in the week, and to provide information for work which required completion. President C met with the senior executive committee to explore ideas for a college handbook. These were discussed,

Table 24
Analysis of the Leader Behaviors
of Six Alberta Public College Presidents

Leader Behaviors	Typical (Average)	Presidents					
		A	B	C	D	E	F
Average Behaviors per Day	2.8	4.3	3.2	3.2	3.0	0.8	2.6
Minutes per Behavior	27.2	10.5	36.9	13.4	36.0	28.3	38.5
Percentage of Total Working Time	14.7	11.5	22.0	8.4	29.9	4.2	15.3

and one member of the committee accepted the responsibility for preparing a draft copy of a handbook.

3) The liaison role, according to Mintzberg (1973:97), involves the manager developing a network of contacts outside of the organization. Such networks are used to share information and trade favors for mutual benefit. Mintzberg suggests that "managers spent considerable amounts of time performing this role, first by making a series of commitments to establish these contacts, and then by carrying out various activities to maintain them." Examples of presidential behavior in this category included external board work, acknowledgements of mail, government relationships and alumni relationships.

Table 25 presents data indicating that all presidents were involved in liaison behaviors daily. The typical (average) Alberta public college president averaged 3.8

Table 25
Analysis of the Liaison Behaviors
of Six Alberta Public College Presidents

Liaison Behaviors	Typical (Average)	Presidents					
		A	B	C	D	E	F
Average Behaviors per Day	3.8	6.7	4.8	3.8	3.4	4.5	2.2
Minutes per Behavior	43.6	27.4	59.1	28.8	37.8	47.7	66.6
Percentage of Total Working Time	35.9	45.9	52.9	21.5	35.5	42.1	22.4

liaison contacts per day, averaging 43.6 minutes, and each taking up 35.9 percent of the total working time.

President D spent time meeting with representatives from the agriculture research station and assisted them with determining their word processing and computer needs. This meeting lasted 25 minutes and serves as one example of an actual activity categorized as a liaison activity. President E undertook liaison behaviors in a telephone conversation with an executive assistant of the Department of Advanced Education, discussing general information items with respect to faculty collective agreements. Another example of liaison behavior was when President F met with the academic vice-president of an Alberta university to discuss transfer arrangements.

Interpersonal behaviors summary. The total category of interpersonal behaviors occupied a large percentage of the

verbal contacts of presidents. The data are presented in Table 26.

Table 26
Analysis of the Interpersonal Behaviors
of Six Alberta Public College Presidents

Interpersonal Behaviors	Typical (Average)	Presidents					
		A	B	C	D	E	F
Average Behaviors Day	7.6	11.7	8.6	8.6	6.8	5.3	5.6
Minutes per Behavior	38.5	22.4	49.0	28.9	37.4	46.5	53.4
Percentage of Total Working Time	57.9	65.8	78.5	48.7	70.3	46.3	45.7

The typical (average) Alberta public college president had 7.6 contacts of an interpersonal nature each day. These lasted an average of 38.5 minutes, and accounted for 57.9 percent of the total working time. All of the presidents observed spent the greatest proportion of their time on interpersonal activities.

Informational behaviors. This second set of managerial activities involves the receiving and transmitting of information. Mintzberg (1973) suggests that the manager's job has two features -- the unique access to external information and an all-embracing access to internal information. He (1973:67) further suggests that "three

roles characterize the manager as nerve center. In the monitor role, he informs himself about his organization and its environment, and in the disseminator and spokesman roles, he transmits his information to others."

1) Monitor behaviors, according to Mintzberg (1973:97), are demonstrated when

the manager continually seeks and receives information from a variety of sources in order to develop a thorough understanding of the organization and its environment. Information arrives on internal operations, external events, ideas, and trends, and in the form of analysis and pressures.

Some examples of the presidential behaviors included in this category were items concerned primarily with receiving information, follow up meetings on student concerns, and follow up on meetings attended by others on behalf of the college.

Table 27 presents data on the number of monitor behaviors and the time spent on these behaviors. The typical (average) president spent 13.2 percent of his verbal contact time on monitor behaviors, however, the individual presidents' time on this behavior varied from a high of 17.6 percent for President E to a low of 4.1 percent for President B.

Examples of activities recorded as monitor behaviors were when President D met with the Director of Student Services to find out what computer requirements were needed for the registrar's office, and when President A met with

Table 27
Analysis of the Monitor Behaviors of
Six Alberta Public College Presidents

Monitor Behaviors	Typical (Average)	Presidents					
		A	B	C	D	E	F
Average Behavior per Day	3.2	7.3	1.2	0.3	2.4	3.5	5.7
Minutes per Behavior	20.4	7.9	18.3	25.7	13.0	25.6	33.5
Percentage of Total Working Time	13.2	14.5	4.1	15.1	8.7	17.6	17.4

the Industrial Development Officer to gather information needed for a meeting.

2) Disseminator behaviors are explained by Mintzberg (1973:97) as behaviors "when the manager sends external information into his organization and internal information from one subordinate to another. This information may be of a factual or value nature." Some of the presidential behaviors included in this category were review sessions and communication explaining policies, budgets, etc.

Table 28 presents the data analysis for the disseminator behaviors of the presidents. All except President B were involved in disseminator behaviors during the observation period, but these behaviors take up only a small proportion of time for any president. On average, the presidents engaged in one disseminator activity per day for

Table 28

**Analysis of the Disseminator Behaviors
of Six Alberta Public College Presidents**

Disseminator Behaviors	Typical (Average)	Presidents					
		A	B	C	D	E	F
Average Behavior per Day	1.0	1.7	0.0	2.0	0.6	0.5	1.4
Minutes per Behavior	11.5	10.6	0.0	10.4	25.7	0.5	9.4
Percentage of Total Working Time	2.3	4.5	0.0	4.1	4.3	0.5	2.0

11.5 minutes, and these behaviors accounted for 2.3 percent of the total working time.

When President C met with the Director of the College Foundation Board to share what had happened at a meeting the day before, this was categorized as a disseminator behavior. In addition, when the president met with the executive committee and provided them with information that affected their college, which had been discussed in the Legislative Assembly and recorded in Hansard, this was considered as a disseminator behavior.

3) Spokesman behaviors are explained by Mintzberg (1973:97-98) as those when

the manager must transmit information to various external groups. He must act in a public relations capacity; lobby for his organization; keep key influencers (Board of Directors or boss) informed; inform the public about his organization's performance, plans and policies; and send useful information to his liaison contacts.

Specific examples of presidential behavior included in this category were Boards of Governors meetings, meetings and telephone conversations with the Department of Advanced Education regarding new programs and changing trends in enrollments, and interviews with the news media.

Table 29 shows that every president was involved in this category of behavior, but this averaged only 2.7 percent of the working time.

Specific activities recorded as spokesman behaviors were recorded when President B met with a news media reporter and provided information regarding planning for campus expansion. Another example of this behavior occurred again when the president met with a local politician to explain the college plans for expansion.

Table 29
Analysis of the Spokesman Behaviors
of Six Alberta Public College Presidents

Spokesman Behaviors	Typical (Average)	Presidents					
		A	B	C	D	E	F
Average Behaviors per Day	1.1	1.3	2.2	1.8	0.4	0.3	0.6
Minutes per Behavior	13.2	3.8	9.5	18.0	39.5	10.0	8.3
Percentage of Total Working Time	2.7	1.3	3.9	6.3	4.4	0.5	0.8

Informational behaviors summary. The total category of informational behaviors is given in Table 30.

The average number of informational behaviors per day varied among the presidents; however, the typical (average) president had 5.3 contacts per day, each lasting 17.2 minutes. The typical (average) president also spent 18.3 percent of the verbal contact time in informational behaviors.

Decisional behaviors. The third category of behaviors identified by Mintzberg (1973:77) involves "the making of significant decisions -- handling requests for authorization, scheduling his own time, holding meetings to make strategies and handle problems, and negotiating with other organizations."

Four decisional roles are identified by Mintzberg (1973:78)

the entrepreneur role is at the proactive, innovative end of the continuum, and includes both intelligence and design phases; the disturbance handler role includes the same phases at the reactive end of the continuum; the resource allocator role deals with choice-making activities and in the negotiator role the manager engages in a distinct type of decisional activity -- negotiations with other organizations.

1) Entrepreneur behaviors are explained further by Mintzberg (1973:98) as occurring when

the manager initiates and designs much of the controlled change in his organization. He continually searches for problems and opportunities. When a situation requiring improvement is found, the manager initiates an "improvement project" -- a series of related decisions, and other activities, sequenced over a period of time, that leads to the actual improvement.

Table 30
Analysis of the Informational Behaviors
of Six Alberta Public College Presidents

Informational Behaviors	Typical (Average)	Presidents					
		A	B	C	D	E	F
Average Behavior per Day	5.3	10.3	3.4	6.8	3.4	4.3	5.4
Minutes per Behavior	17.2	7.8	12.6	19.2	18.4	22.3	2.4
Percentage of Total Working Time	18.3	20.2	8.0	25.5	17.3	18.6	20.2

Presidential behaviors included in this category were planning strategy sessions and strategy and review sessions involving initiation or design of improvement projects.

Table 31 provides an analysis of the number of entrepreneur behaviors and the time spent on these by the six public college presidents. These data show that entrepreneur behaviors occupied 3.7 percent of the typical (average) president's time. It is worth noting, however, that only three presidents were involved in entrepreneurial behaviors during the observation period. President B demonstrated this behavior in a meeting with an architect, planning a design concept for a new campus. Another example of an entrepreneur behavior was recorded when President B met with senior management and worked with them to plan for

Table 31

**Analysis of the Entrepreneur Behaviors
of Six Alberta Public College Presidents**

Entrepreneur Behavior	Typical (Average)	Presidents					
		A	B	C	D	E	F
Average behaviors per Day	0.5	0.0	1.2	1.0	0.0	0.75	0.0
Minutes per Behavior	38.9	0.0	47.5	45.0	0.0	11.7	0.0
Percentage of Total Working Time	3.7	0.0	10.6	8.8	0.0	1.7	0.0

implementation of a major new program. This new program resulted from an opportunity unrelated to ongoing program planning.

2) Disturbance handler behaviors occur when "the manager must take charge when his organization meets with an unexpected stimulus for which there is no clear programmed response" (Mintzberg, 1973:98). Mintzberg (1973:98) continues on to explain that these "disturbances may arise from conflicts between subordinates, conflicts between the manager's organization and another, and losses of resources or threats thereof." He further suggests

Disturbances arise both because "poor" managers are insensitive and because innovation by "good" managers inevitably leads to unanticipated consequences. Faced with a disturbance, the manager gives it priority and devotes his efforts to removing the stimulus -- to buying time so that it can be dealt with leisurely by an improvement project.

The main activities undertaken by the presidents which fell into this category were those involving strategy and review sessions to deal with disturbances and crisis, as well as with personnel problems.

Table 32 provides data on how all presidents, except President B, were involved in behaviors classified as disturbance handling.

Table 32
Analysis of the Disturbance Handler Behaviors
of Six Alberta Public College Presidents

Disturbance Handler	Typical (Average)	Presidents					
		A	B	C	D	E	F
Average Behaviors per Day	1.3	0.7	0.0	1.6	1.6	1.5	2.0
Minutes per Behavior	29.6	36.0	0.0	22.5	12.5	36.2	43.6
Percentage of Total Working Time	7.5	6.0	0.0	7.1	5.5	10.6	13.3

While the typical (average) president spent 7.5 percent of the time on this category of behavior, individual presidents varied considerably. President A was required to devote time and attention to a potential problem with information missing from tenders which had recently been called for, while President F was required to become involved in a potential conflict situation between the college project manager and the project architect regarding

role clarification and responsibilities. These were both examples of activities categorized as disturbance handler.

3) Resource allocation behaviors involve the manager in overseeing "the allocation of all forms of organizational resources (such as money, manpower, reputation). This involves three essentials -- scheduling his own time, programming the work of the organization, and authorizing actions" (Mintzberg, 1973:98-99). All presidents were involved in this behavior.

The data in Table 33 show that the typical (average) president had 4.3 resource allocations per day. These each lasted 11 minutes, and occupied 9.5 percent of the working time.

Table 33

**Analysis of the Resource Allocation Behaviors
of Six Alberta Public College Presidents**

Resource Allocation Behaviors	Typical (Average)	Presidents					
		A	B	C	D	E	F
Average behaviors per Day	4.3	6.3	1.6	6.0	3.2	4.5	5.2
Minutes per behavior	11.0	5.0	5.9	7.4	7.8	12.8	22.0
Percentage of Total Working Time	9.5	8.0	1.8	8.7	6.9	11.3	17.5

President C met with a faculty member planning a special project, and gave presidential approval to the

project. This meeting required only 2 minutes of time and it was recorded as a resource allocation behavior. When President E met with the executive assistant and gave directions regarding work that was required for a meeting later in the day, as well as approved work which had been planned, and authorized release of budget information to the student council president, these were also recorded as a resource allocation behaviors.

4) Negotiator behaviors are explained by Mintzberg (1973:99) as being those when "the manager takes charge when his organization must engage in important negotiation activity with other organizations." Mintzberg also suggests that when performing this behavior the manager participates as a figurehead, spokesman and resource allocator. Presidential behaviors allocated to this category were those involving negotiations.

While the typical (average) president spent 3.1 percent of the time on negotiator behaviors (Table 34), two presidents did not engage in this activity during the observation period at all and two others engaged only minimally in negotiator behavior. Perhaps the timing of the observation period was inappropriate since, during the structured interview, all presidents indicated that they were involved in this activity. The range of involvement seemed to be reported realistically as the presidents varied in their responses regarding their involvement in negotiations. Most presidents were resource persons in the

Table 34
Analysis of the Negotiator Behaviors
of Six Alberta Public College Presidents

Negotiator Behaviors	Typical (Average)	Presidents					
		A	B	C	D	E	F
Average behaviors per Day	0.6	0.0	0.2	0.4	0.0	2.0	1.2
Minutes per Behavior	23.8	0.0	30.0	16.0	0.0	29.4	17.8
Percentage of Total Working Time	3.1	0.0	1.1	1.3	0.0	11.5	3.3

process, however, two indicated that they were actively involved in all negotiations.

Decisional behaviors summary. The total category of decisional behaviors is given in Table 35. All of the six

Table 35
Analysis of the Decisional Behaviors
of Six Alberta Public College Presidents

Decisional Behaviors	Typical (Average)	Presidents					
		A	B	C	D	E	F
Average behaviors per Day	6.7	7.0	3.0	9.0	5.8	8.8	8.4
Minutes per Behavior	17.8	8.0	24.1	14.6	9.3	20.5	26.6
Percentage of Total Working Time	23.8	14.0	13.5	25.8	12.4	35.2	34.1

Alberta public college presidents had a number of contacts related to decisional behavior. The typical (average) president spent 23.8 percent of the total verbal contact time on decisional behaviors.

THE MAIL RECORD OF THE PRESIDENTS

An Overview

Table 36 contains the results of an analysis of the mail items originated and received by the presidents.

Table 36

The Alberta Public College President's Daily Incoming and Outgoing Mail

Number and Direction of Mail Items	Number of Mail Items	Percentage of Total Mail
Total Number of Mail Items	175.2	
Incoming Mail	134.5	76.8
Outgoing Mail	40.7	23.2
Average Number of Incoming Mail Items per day	22.4	
Average Number of Outgoing Mail Items per day	6.8	

The six Alberta public college presidents, daily handled 175.2 items of mail. Incoming mail accounted for 134.5 items, or 76.8 percent of the total mail, and outgoing mail items numbered 40.7, or 23.2 percent of all the mail. The average number of pieces of daily incoming mail amounted

to 22.4 per day, the comparable figure for outgoing mail was 6.8.

A more detailed analysis of the nature of the presidents' incoming and outgoing mail follows.

The Nature of the Presidents' Incoming Mail

The incoming mail was analyzed according to the form, the source, the attention received, and the purpose. Tables 37 to 40 provide details on the analysis of the daily

Table 37

Analysis of the Form of the Presidents' Daily Incoming Mail

Form/ Category	Typical (Average)	Presidents					
		A	B	C	D	E	F
Letter	6.4	5.3	4.2	6.8	4.0	11.0	6.8
Memo	5.1	4.0	6.0	4.6	1.4	8.5	6.2
Newsletter	2.5	3.3	3.8	1.4	1.4	4.4	0.8
Report	1.7	1.3	2.0	0.4	0.6	4.4	1.2
Form	1.6	1.6	1.0	2.2	2.2	1.5	0.8
Pamphlet/ Brochure	1.5	0.7	2.6	0.8	0.6	3.3	0.8
Magazines/ Periodicals	1.2	2.0	0.0	0.4	0.8	2.5	1.2
Newspapers	1.1	1.6	1.4	0.4	1.4	0.8	1.0
Minutes	0.9	1.3	1.0	0.6	0.8	1.3	0.2
Agenda/Schedules	0.3	0.3	0.6	0.2	0.2	0.0	0.2
Average Mail per Day	22.3	21.4	22.6	17.8	13.4	37.7	19.2

incoming mail for each president. Figures 29 through 33 present comparative data on the proportion of various forms, senders, methods of handling and the purposes of the incoming mail for the typical president.

Letters were the most frequently used form of mail for the presidents. The amount of mail received by the presidents was substantial and ranged from a low of 13.4 pieces per day for President E to a high of 37.7 for President D. The typical (average) president received an average of 22.3 pieces of mail per day.

Figure 29 provides a picture of the typical (average) presidents' total mail by the percent of the various form received.

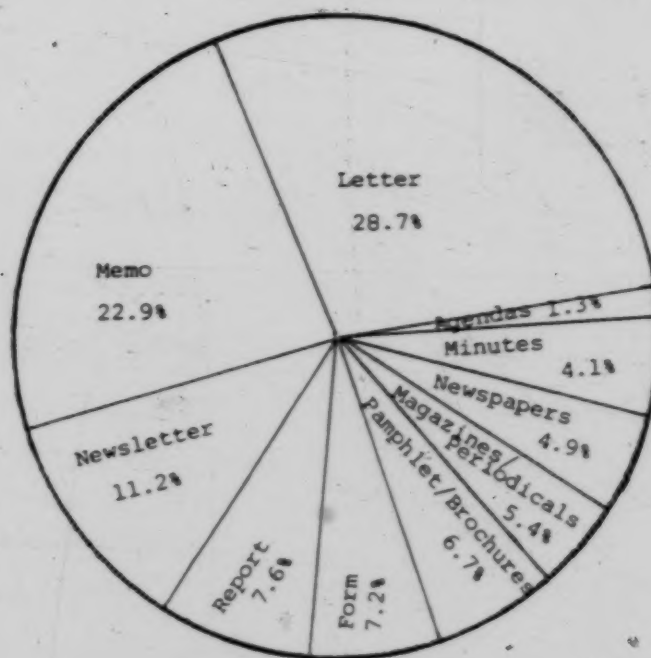


Figure 29

A Comparison of the Form of Incoming Mail
Received by the Typical President

Letters were the greatest portion of mail received with 28.7 percent of all mail received in this category. Memos were the second most common form of mail at 22.9 percent followed by newsletters at 11.2 percent. The least amount of mail was received as agendas and schedules at 1.3 percent.

The source of the daily incoming mail was broken down into eleven categories (Table 38).

The greatest amount of the internal mail received was from the college administration. The mail received by presidents that originated outside the college varied considerably by source. Only one president received mail from the federal government during the observation period, however, all presidents received mail from the provincial government.

Figure 30 presents the typical (average) president's proportion of mail received from each of the eleven sources identified.

The typical (average), Alberta college president received 34.7 percent of his mail from the internal college administration. Other internal constituents, faculty, students and support staff, accounted for 4.0 percent of the mail received. The greatest source of external mail was from professional associations, 17.3 percent, and it was followed closely by mail from other colleges and universities at 16 percent. Provincial government mail accounted for 14.2 percent and the local community sent 7.1

Table 38

**Analysis of the Source of the
Presidents' Daily Incoming Mail**

Source	Typical (Average)	Presidents					
		A	B	C	D	E	F
Internal							
Administration	7.8	7.3	9.0	6.8	4.6	11.5	7.8
Faculty	0.5	1.0	0.6	0.8	0.2	0.0	0.6
Students	0.2	0.0	0.2	0.2	0.4	0.2	0.0
Support Staff	0.2	0.0	0.0	0.0	0.0	0.2	0.6
Total Internal	8.7	8.3	9.8	8.4	5.2	11.9	9.0
External							
Professional Associations	3.9	2.7	4.2	3.0	1.4	9.8	2.0
Other Colleges	3.6	2.3	4.4	2.0	2.0	7.8	2.8
Government							
Provincial	3.2	3.0	1.8	2.4	1.8	7.0	3.0
Local	0.2	0.3	0.0	0.0	0.0	0.5	0.2
Federal	0.2	0.0	0.0	0.0	0.0	1.0	0.0
Local Community	1.6	3.3	1.2	1.2	2.8	0.5	0.6
Other	1.1	1.7	1.2	0.8	0.2	1.3	1.6
Total External	13.8	13.3	12.8	9.4	8.2	27.9	10.2
Average Mail per Day	22.5	21.6	22.6	17.8	13.4	39.8	19.2

percent of the mail received by the typical president. Other governments -- local and federal -- accounted for only 1.3 percent of the mail.

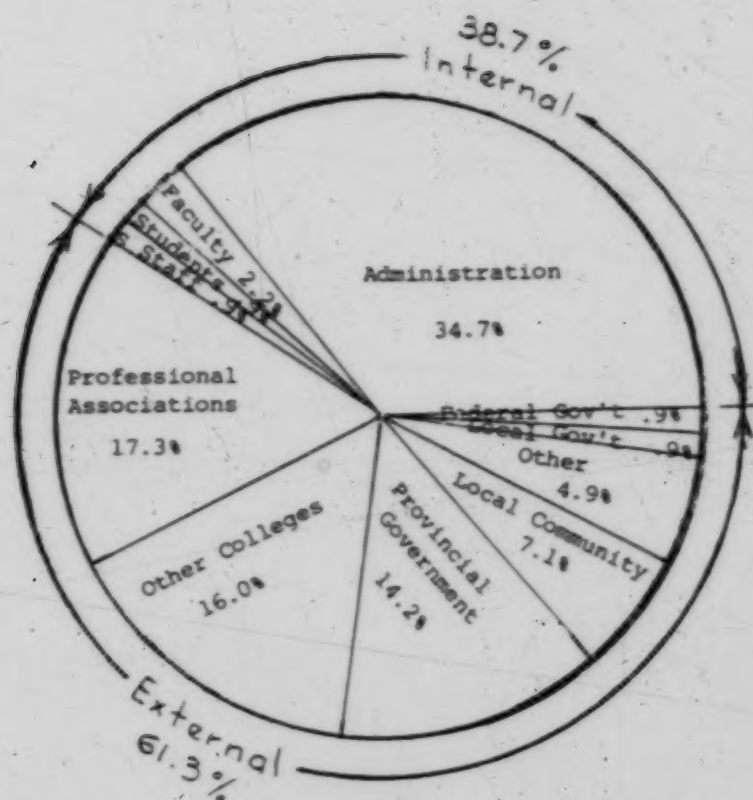


Figure 30

**A Comparison of the Source of Incoming Mail
Received by the Typical President**

When considering how the presidents handled the mail, two categories were identified. These were first, how the mail was initially handled, and secondly, what happened to the mail after the initial handling. Table 39 provides an analysis of both these categories.

The first initial handling of the mail was mainly done in one of two ways. The mail was most often read and secondly, if the time was not taken to read the document

Table 39
Analysis of How the Presidents Handled
the Daily Incoming Mail

How Handled	Typical (Average)	Presidents					
		A	B	C	D	E	F
First Handling							
Read	10.6	10.0	10.2	9.2	8.0	17.3	8.8
Skimmed	9.3	9.0	9.8	5.8	3.6	19.3	8.2
Studied	1.5	2.0	1.6	1.0	0.4	2.8	1.0
Immediate	0.6	0.3	0.5	0.6	1.4	0.5	0.2
Sent directly to others	0.6	0.3	0.8	1.2	0.0	0.0	1.0
Second Handling							
Work file	6.4	6.0	6.2	6.4	3.8	11.0	5.2
General files	6.2	5.7	5.8	7.2	2.2	10.0	6.0
Route to others	6.1	5.3	7.8	2.0	5.6	11.3	4.6
Reading file	2.0	1.0	1.8	0.4	1.0	4.8	2.8
Wastebasket	1.4	3.0	0.4	1.0	0.8	2.8	0.4
To Secretary	0.4	0.7	0.6	0.8	0.0	0.0	0.2

carefully, the mail was at least skimmed. Following this initial inspection, the mail was most often sent to the general files, put into a work file or routed to others to handle. Presidents varied in this second handling of the mail more than in the initial handling.

Figure 31 shows the way the typical (average) president initially handled the mail. It is very apparent here that

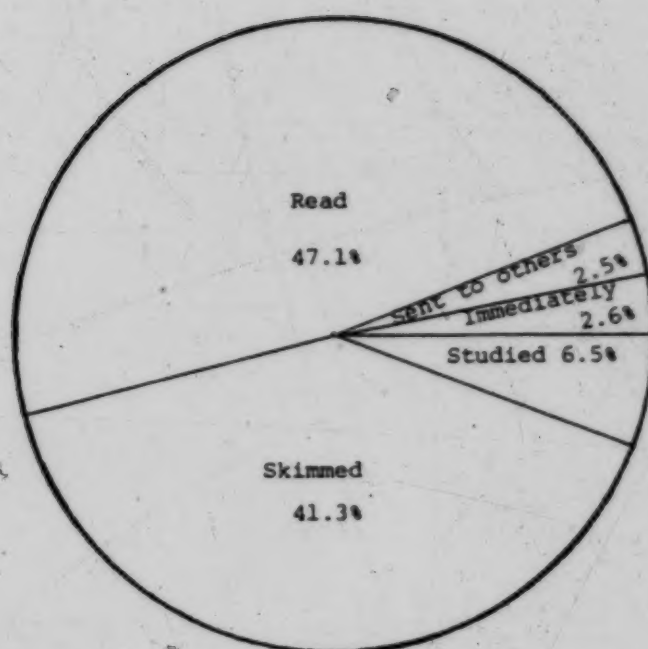


Figure 31

**A Comparison of How the Typical President
First Handled the Incoming Mail**

reading or skimming the mail was the most common way of handling incoming mail.

Figure 32 presents the picture of how the typical (average) president treated the mail after the initial handling. The work files received 28.7 percent of the mail while general files followed closely with 27.4 percent. The typical president routed 27.2 percent of the incoming mail for others to handle. The reading file received 8.8 percent of the mail, the wastebasket 6.2 of the incoming mail and the president's secretary 1.7 percent of the mail.

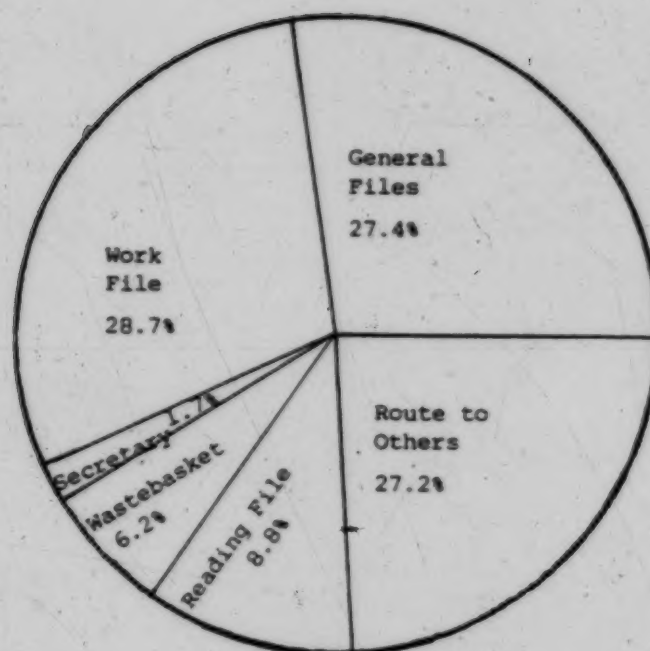


Figure 32

**A Further Comparison of How the Typical President
Disposed of Incoming Mail**

An analysis of the purpose of the presidents' incoming mail is given in Table 40. This analysis was broken into two major parts, mail requesting information and mail providing information. This analysis shows that the majority of all the individual president's mail provided information. The largest amount of mail received provided general information to the president. Mail requesting information was received by all presidents, however the type of requests varied somewhat among the presidents. The most

Table 40
Analysis of the Purpose of the Presidents' Incoming Mail

Purpose	Composite	Presidents					
		A	B	C	D	E	F
Make Requests							
Information/ Advise	2.2	1.3	2.8	1.6	1.6	4.3	1.6
Seek Permis- sion	1.9	2.0	1.8	2.4	2.4	1.3	1.2
Solicitation	1.5	1.7	1.2	1.6	0.4	2.3	2.0
Status requests	0.3	0.0	0.0	0.0	0.6	1.0	0.0
Total requests	5.9	5.0	5.8	5.6	5.0	8.9	4.8
Provide Information							
General	7.1	6.0	7.0	4.0	5.6	13.8	6.0
Information of system	3.0	2.0	4.0	1.6	1.4	4.8	4.0
Notify of meetings	2.5	4.7	2.0	2.2	0.2	4.8	1.0
Information on programs	2.3	3.3	1.8	2.4	0.4	4.0	1.8
Acknowledge- ment	0.6	0.0	0.4	1.0	0.4	1.3	0.2
Notify of problems	0.6	0.0	0.0	0.0	0.2	2.3	1.2
Minutes	0.4	0.7	0.6	0.6	0.2	0.3	0.2
Reports	0.2	0.0	1.0	0.4	0.0	0.0	0.0
Total Information	16.7	16.7	16.8	12.2	8.4	31.3	14.4
Total	22.6	21.7	22.6	17.8	13.4	40.2	19.2

common items received were requesting information/advice and seeking permission to act.

Figure 33 provides a comparison of the purpose of the incoming mail for the typical (average) president. The largest number of items received dealt with general information items.

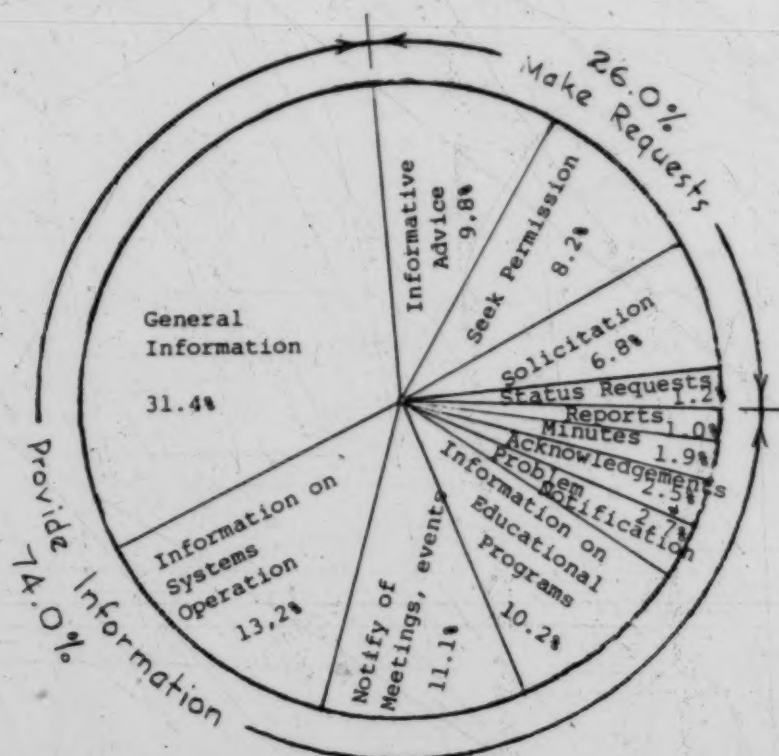


Figure 33

A Comparison of the Purpose of The Incoming Mail of the Typical President

This was followed by information on the systems operation, information on educational programs and notification of meetings and events. Reports, acknowledgements, minutes and

problem notification together made up the balance of the incoming mail handled.

The Nature of the Presidents' Outgoing Mail

The outgoing mail, originating with the presidents, was categorized according to form, destination and purpose. Tables 41 through 43 provide a detailed analysis of the outgoing mail for the presidents. Figures 34 through 36 present data on how the outgoing mail was handled by the presidents.

Table 41 shows all presidents' originated outgoing mail; this varied from 1.7 pieces per day for President A to

Table 41
Analysis of the Form of the
Presidents' Daily Outgoing Mail

Form	Typical (Average)	Presidents					
		A	B	C	D	E	F
Letters	2.5	0.3	5.0	1.2	2.0	2.0	4.4
Reports	0.6	0.0	0.6	0.6	1.0	0.3	0.8
Forms	1.5	0.0	0.4	2.0	0.6	6.0	0.0
Agendas	0.3	0.7	0.2	0.4	0.0	0.0	0.2
Minutes of meetings	0.1	0.0	0.6	0.2	0.0	0.0	0.0
Memos	1.9	0.7	3.0	3.0	1.0	0.8	2.8
Average Mail per Day	6.9	1.7	9.8	7.4	4.6	9.1	8.2

9.8 per day for President B, and the typical president originated 6.9 per day. Letters and memos accounted for the greatest amount of the outgoing mail.

Figure 34 presents the comparative data for the forms of outgoing mail for the typical (average) president. Letters comprised the greatest percent of the outgoing mail (36.4%), and was followed by memos which filled 27.7 percent of the total outgoing mail. Forms were also common, 22.1 percent, and reports took 8.1 percent. Agendas and minutes of meetings were less frequent and together occupied only 5.7 percent of the outgoing mail.

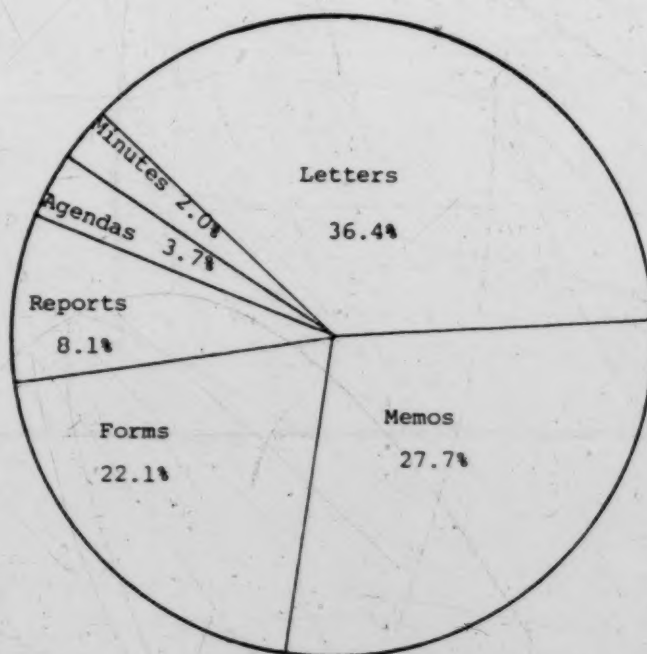


Figure 34

A Comparison of the Forms used by the Typical President
for Outgoing Mail

The destination of the presidents' outgoing mail is given in Table 42. The largest number of mail items were for internal distribution and, of these, the college administration was the most common destination.

Table 42
Analysis of the Destination of the
Presidents' Daily Outgoing Mail

Destination	Typical (Average)	Presidents					
		A	B	C	D	E	F
College Administration	3.3	1.0	4.0	4.6	1.8	5.5	2.6
General Public	1.1	0.0	2.8	1.0	0.2	1.5	1.0
Faculty	0.6	0.0	0.8	0.6	0.6	1.0	0.4
Government	0.6	0.3	0.6	0.4	0.6	0.0	1.6
Other Colleges	0.5	0.3	0.6	0.4	0.6	0.0	0.8
Professional Associations	0.5	0.0	0.4	0.2	0.4	1.0	0.8
Trustees	0.2	0.0	0.2	0.2	0.0	0.0	0.8
Students	0.1	0.0	0.4	0.2	0.0	0.0	0.0
Support Staff	0.1	0.0	0.0	0.2	0.4	0.0	0.2
Average Mail per Day	7.0	1.6	6.2	7.6	4.6	9.0	8.2

Figure 35 provides the comparative data for the destination of the typical (average) president's outgoing mail. The largest proportion of the outgoing mail was to the internal college administration, 47.6 percent. The general public was the next largest category with 15.9 percent followed by government at 8.5 percent.

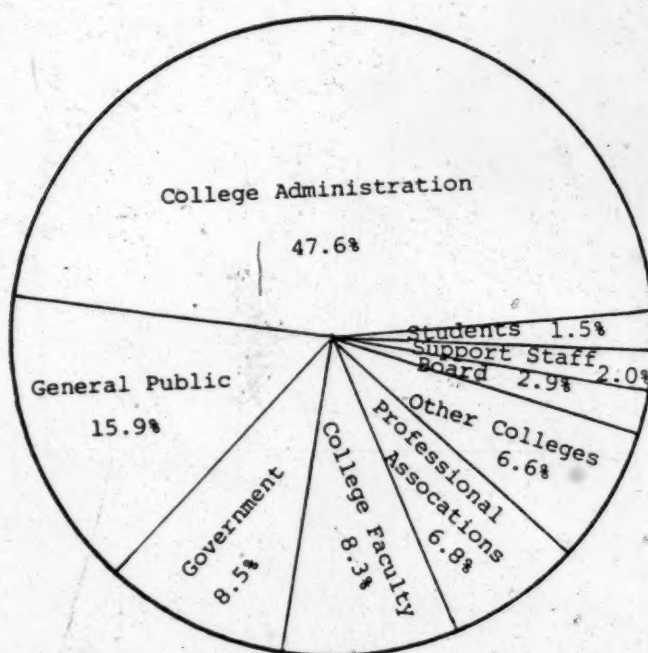


Figure 35

**A Comparison of the Destination of the Outgoing Mail
of the Typical President**

Communication to college faculty took up 8.3 percent of the outgoing mail, while other colleges and professional associations each received 6.7 percent. The remainder of the outgoing mail, 6.4 percent, was sent to the internal college students, support staff and boards of governors.

An analysis of the purpose of the presidents' daily outgoing mail is given in Table 43 which shows that the purposes of the presidents' outgoing mail varied considerably. For example, the purpose of President B's largest number of outgoing mail items was acknowledgments, however, President A and President E had no acknowledgment items.

Table 43
Analysis of the Purpose of the
Presidents' Daily Outgoing Mail

Purpose	Typical (Average)	Presidents					
		A	B	C	D	E	F
Grant Permission	1.8	0.3	1.2	1.0	1.0	7.3	0.2
Record/provide information	1.2	0.7	1.4	1.8	0.4	0.5	2.2
Acknowledgement	1.0	0.0	3.6	0.6	0.6	0.0	0.2
Request information/advice	0.8	0.0	1.2	0.8	0.4	0.0	2.4
Information to subordinates	0.7	0.7	1.4	0.6	0.6	0.0	0.8
Give instructions/directions	0.5	0.0	0.2	1.2	0.4	1.0	0.4
Provide information requested	0.3	0.0	0.2	0.2	0.4	0.0	1.0
General Report	0.2	0.0	0.0	0.4	0.6	0.0	0.4
Request to undertake tasks	0.2	0.0	0.4	0.0	0.2	0.0	0.4
Public relations	0.2	0.0	0.0	0.6	0.0	0.3	0.2
Refuse permission	0.1	0.0	0.2	0.2	0.0	0.0	0.0

When considering the purpose of the typical (average) president's mail, Figure 36 shows that granting permission

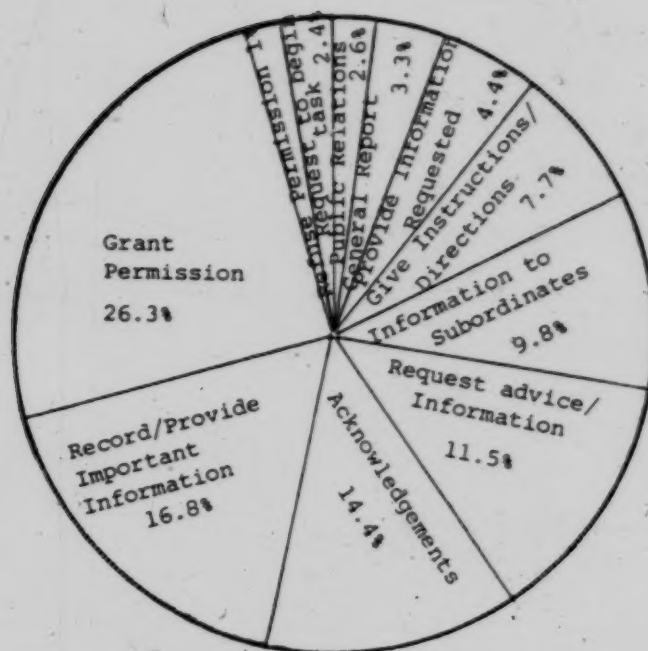


Figure 36

A Comparison of the Purpose of the Typical President's Outgoing Mail

was the largest proportion of the outgoing mail at 26.3 percent. Other large categories of purpose were recording and providing important information (16.8%), acknowledgements (14.4%), requesting informational advice (11.5%), and providing information to subordinates (9.8%).

SUMMARY

This chapter has presented a detailed analysis of how the presidents spent their time. An analysis of the verbal and written contacts in which the presidents were involved was undertaken. Data were presented and analyzed for the verbal contacts that looked at (1) with whom the presidents

were involved; (2) where the contacts occurred; (3) who initiated the contacts; and (4) for what purpose the contracts were initiated. The written contacts were also analyzed, and both incoming and outgoing mail were considered. This analysis considered (1) who initiated the mail; (2) the form of the mail; (3) how the mail was handled; and (4) the major purpose for which the mail items were generated. This chapter also presented the picture of the typical (average) Alberta public college president in each category of data analyzed.

The data presented showed that presidents spent a large percent of their time in verbal contacts with others. While there was a slight variance among the individual presidents, the typical (average) president spent approximately 81 percent of the working time in verbal contacts. The greatest number of these verbal contacts were in unscheduled meetings (35%), and this was closely followed by telephone calls (32.9%); however, the greatest proportion of the verbal contact time was spent in scheduled meetings (64.4%) and only 19.3 percent of the time was spent in unscheduled meetings.

The greatest number of the presidents' verbal contacts were with the administrative personnel of the college. This accounted for 42.6 percent of the contacts, and the largest proportion of the verbal contact time spent (37.4%) was also with this group of people. Presidents spent 76.2 percent of their verbal contact time within the college.

More verbal contacts were initiated by others than by the presidents. Over 51 percent of the number of the verbal contacts were initiated by others and these occupied 46.9 percent of the verbal contact time. Regularly scheduled meetings occupied less than ten percent of the total verbal contact time.

The largest number of contacts occurred in the presidents' offices; 70.3 percent. These however occupied only 32.4 percent of the verbal contact time. Contacts in other college locations occupied 33.9 percent of the total time, and contacts away from the college took 33.7 percent of the time, but only 9.4 percent of the number of contacts occurred away from the college.

The largest number of the verbal contacts were in the category of interpersonal behaviors. These occupied 38.4 percent of the total number and were followed closely by decisional behaviors which took up 33.8 percent, and by informational behaviors which occupied the least proportion of the number of verbal contacts at 27.7 percent. When considering the proportion of time spent on these categories, interpersonal behaviors occupied 57.9 percent, decisional behaviors 23.8 percent and informational behaviors 18.3 percent of the verbal contact time.

An analysis of the written contacts of the presidents indicates incoming mail occupied 76.8 percent of the written contacts. The presidents sent out from their offices only 23.2 percent of the total mail items they handled. A

further analysis of the incoming mail showed that the letter was the most often received form of mail, followed closely by the memo. The greatest proportion of incoming mail originated with the internal college administration.

The presidents read the greatest proportion of their mail, 47.1 percent, and skimmed 41.3 percent. This allowed them to determine how it should be handled, and then 28.7 percent was put into the work file, followed closely by 27.4 percent of the items being sent to the general files after the initial handling.

The mail purpose was divided into two major categories, making requests and providing information. Providing information to the president was the purpose of 74 percent of the mail items.

When analyzing the outgoing mail, letters again were the major form, followed by memos. College administration received 47.6 percent of the outgoing mail followed by the general public receiving 15.9 percent. The main purpose of the outgoing mail was to grant permission, 26.3 percent, and this was followed by recording or providing important information which took up 16.8 percent of the purpose of the outgoing mail.

In conclusion, this chapter presented a picture of the typical (average) president in verbal and written contacts. The typical (average) president spent a very large proportion of time on verbal contacts. These contacts were usually in scheduled or unscheduled meetings and were with

the college administrative personnel. They usually occurred in the president's office and the main purpose involved interpersonal behaviors. The president received more mail than he sent out, with letters and memos being the main mail form both received and sent. The college administration was the main originator and recipient of the mail. The main purpose of the mail received was to provide information while the main purpose of the outgoing mail was to grant permission to undertake an activity.

CHAPTER 6

DISCUSSION OF FINDINGS:

The sub-problems set out for this study, are stated below and are discussed in this chapter.

1. What is the nature of the presidents' activities as reflected in the presidents' diaries of activities?
2. What are the perceptions of the presidents regarding their administrative behavior?
3. What are the roles and functions performed by the presidents in the process of administering their colleges?
4. What are the major activities to which the presidents devote their time during their working day?
5. What was the purpose of these activities?
6. Who are the major participants in the presidents' daily activities?
7. What media (verbal, written) does the president use in the activities completed during the working day?

This chapter is divided into two sections. The first section contains a discussion of the findings related to the presidents' activities as reflected in the literature, the presidents' diaries and the presidents' perceptions of their own administrative behavior. This section includes a discussion of the findings related to sub-problems one and

two. The second section contains findings related to sub-problems three, four, five, six and seven.

The Nature of the Presidents' Activities

The literature review. The literature reviewed general studies of administration together with specific studies of administration of postsecondary education. The areas reviewed were: (1) studies of administration as a set of principles, processes, and/or tasks; (2) studies of the role of administration; (3) studies of the content of administrative work; and (4) studies of the administration of postsecondary education.

Studies reviewed suggest administration is a process. This process involves people, and Robbins' (1976:15) comments reflect the opinion of other authors reviewed when he stated that "administration is the universal process of efficiently getting activities completed with and through other people."

Administration has been influenced over the years by scientific management, human relations and social science theories; however, the functions identified by Fayol in 1916 are generally agreed to by authors as representative of administrative functions. These functions are planning, organizing, commanding, coordinating and controlling. In addition to these functions, many authors reviewed identified the core process of administration as decision.

making. Litchfield (1956) referred to administration as a cycle of activities that begins and ends with decision making.

Mintzberg (1973) suggested that categories such as those presented by Fayol were too general and abstract to provide an accurate description of the role and content of administrative work. He concluded from his study of five chief executives that administrative work is an intermingling of three groups of roles: interpersonal, informational and decisional. Each group is composed of sub-categories and together they form the gestalt of administrative work.

Administration of postsecondary institutions is influenced by the organizational structure and environment. The process of participative governance creates additional processes for the college president. Various roles were identified for the college president, however, Ingraham's work (1968:149) identified three major roles. These were (1) the external role -- representing the institution to the public; (2) the internal role of educational leadership within the institution; and (3) the administrative function.

Kaufman (1980) described the content of the presidents' work as all inclusive. He suggested that the president was responsible for everything about the college and therefore the content of the work the president does is varied and covers everything from public relations to looking after

problems in the cafeteria. Ness (1971) suggested that the major part of his work day as a president was taken up with helping to solve problems, while Rushing (1976) stated another significant aspect of the job was interpretation of regulations and policies. Anderson (1982) identified some of the content of his job as a freshman president as being involved with the physical plant, negotiations, budgets, campus morale, fund raising, alumni pressure, public speaking, committees, students, faculty, the press, other administrators, meetings and constant stress. Salmen (1971) agreed with Anderson's description of activities; however, he added that he was also involved with hiring, mediation, interpretation, policy development, educational leadership and board liaison.

The literature reviewed general administration studies and specific studies of postsecondary administration. This literature review suggested that postsecondary administration is influenced by general administration theory. The administration of colleges is a process of working with people to accomplish a task. College presidents were involved in decision making activities and some authors would support Litchfield's (1956) conclusions that decision making is the beginning and end of an administrative cycle of activities. The administrative roles identified by Mintzberg (1973) for chief executives; that is, interpersonal, informational and decisional, are

also identified in the literature on the administration of postsecondary education. The college president was depicted, in the literature, as a person with many responsibilities, that is, he is responsible for the total college.

The presidents' diaries. All presidents provided a copy of their diaries for the one week prior to the observation visit. These diaries were reviewed in the same manner as the observation data were reviewed. That is, the numbers of activities were noted, each activity was categorized, the participants in the activities were recorded, and the location for the activity was recorded. The diaries did not contain any record of unscheduled meetings or mail activities. The location of the activities was not identified except in instances where it was obvious that the activity was off campus.

Table 44 presents the summary data from the presidents' diaries as to the number of activities they had recorded, together with the category and location of each activity. The main category of activity reflected in the diaries was scheduled meetings. Individual presidents varied in the number of scheduled activities with President A totaling nine during the total week prior to the observation study, while President E totalled 24 in the week prior to this study. Only two activities recorded were in the evening, while the main location of the activities was on campus.

Table 44

**Summary of the Activities Recorded in
the Presidents' Diaries and Their Location**

Activity	Typical (Average)	Presidents					
		A	B	C	D	E	F
Scheduled Meetings	14.0	9	14	18	11	20	12
Travel	0.7	0	0	1	0	3	0
Tour	0.2	0	0	0	0	1	0
Telephone	0.2	0	0	1	0	0	0
Desk	0.2	0	1	0	0	0	0
Evening Activities*	0.3	0	1	1	0	0	0
Total Number of Daily Activities	15.2	9	15	20	11	24	12
Average per Day	3.0	1.8	3.0	4.0	2.2	4.8	2.4
Location of Daily Activities							
On Campus	76	6	13	17	9	20	11
Off Campus*	15	3	2	3	2	4	1

*These are recorded under the appropriate category.

The participants in the presidents' recorded activities are given in Table 45. There were twice as many internal participants as external participants and few solitary activities. The senior administration within colleges were the most common participants, followed by individuals from the local community.

Table 45

**Summary of the Participants in the
Activities Recorded in the Presidents' Diaries**

Participant	Typical (Average)	Presidents					
		A	B	C	D	E	F
Internal							
Senior Administration	6	3	6	6	6	8	7
Faculty	1	2	0	2	0	1	1
Support Staff	1	1	1	2	0	2	0
Students	1	1	1	0	0	3	1
Board of Govenors	1	0	3	1	1	1	0
Sub Total	10	7	11	11	7	15	9
External							
Local Community	3	2	3	3	4	3	3
Other	.7	0	0	4	0	0	0
Professional Association	.5	0	0	0	0	3	0
Department of Advanced Ed.	.3	0	0	2	0	0	0
Sub Total	4.5	2	3	9	4	6	3
Solitary Activity	.7	0	1	0	0	3	0
Total	15.2	9	15	20	11	24	12

Table 46 presents the data on the purpose of the activities recorded in the presidents' diaries.

Table 46

**Summary of the Purposes of the Activities
Recorded in the Presidents' Diaries**

Purpose	Typical (Average)	Presidents					
		A	B	C	D	E	F
Interpersonal							
Figurehead	2.0	0	3	3	2	3	1
Liaison	2.8	2	3	5	2	4	1
Leader	2.3	2	1	3	3	3	2
Sub Total	7.1	4	7	11	7	10	4
Informational							
Monitor	3.5	3	2	3	3	6	4
Dissiminator	1.2	1	1	2	0	2	1
Spokesman	0.0	0	0	0	0	0	0
Sub Total	4.7	4	3	5	3	8	5
Decisional							
Entrepreneur	0.7	0	2	0	0	1	1
Disturbance Handler	0.7	0	0	2	0	2	0
Resource Allocator	1.8	1	3	1	1	3	2
Negotiator	0.2	0	0	1	0	0	0
Sub Total	3.4	1	5	4	1	6	3
Total	15.2	9	15	20	11	24	12

Interpersonal behaviors were the most prevalent. Within this category liaison activities were the most common, followed by leader activities and then figurehead activities. Informational behaviors were the second greatest number of activities, however, only monitor and disseminator activities were recorded. There were no spokesman activities recorded in the presidents' diaries. Decisional behaviors were the least number recorded in the presidents' diaries. Within this category resource allocator activities were most common followed by entrepreneur activities and disturbance handler activities. Negotiator activities were minimal with only one recorded behavior. The presidents' diaries provided data that supports the data provided by the observation studies. Presidents spent most of their scheduled time in meetings. These meetings were most often held on campus, and were usually with senior administration or individuals from the local community. Interpersonal behaviors were the greatest number of recorded activities of which liaison activities were the most frequent.

The presidents were each interviewed following the observation periods. The results of these interviews will now be discussed.

The structured interviews. All presidents were interviewed and were asked the same questions. (The structured interview form appears in Appendix C).

All presidents responded that their basic administrative philosophy was to delegate to others. They also indicated that the Alberta postsecondary system had unique features that influenced their work. All presidents indicated that funding for their institutions was very political, that most decisions were made in the political arena and that the line position in government had little authority.

Public relations activities were identified as an expectation for them. All presidents indicated that they were expected to represent the college at ceremonial and social events and to be a speaker for local service clubs and professional groups. They also had other personnel in their colleges that helped with public relations, however, they accepted the responsibility for the college image.

Presidents indicated that it was important to know what the community opinions of the college were. To do this all colleges had program advisory committees and some presidents had a president's advisory council. Where presidential advisory councils existed they were composed of 12 to 15 key members members of the community. Presidents also belonged to local community groups and attended many social functions. These helped them keep in touch with the community.

The line organization was used for gathering and disseminating information. In addition, presidents met with

the executive committees of faculty associations, support group associations and student councils.

Presidents did not respond uniformly to the question, "Do you feel you are often caught between the interests of the board and the educational members of the institution?" Two presidents identified this as a concern for them while four did not feel it was a problem. Five presidents indicated that they found it difficult to not have a close confidant to help make decisions. One president indicated that he used the executive committee to help alleviate this problem. All agreed it was difficult always to be "the president."

Conflict resolution and change agent activities were identified as a normal part of their day-to-day behaviors. All presidents also indicated that they were involved daily with political activity. This political activity involved internal groups (faculty, students, support staff), relationships with Board of Governors, and with local, provincial and federal government.

The main pressures of the presidents' job were identified as the demands on their time, the scope of the job (breadth of activities), the quantity of work and always being in the public eye. The lack of time for a personal life was identified as a significant problem by five of the six presidents.

Although all presidents identified time management as a pressure of their job, five presidents indicated that they

were in control of their time. One president said the secretary controlled the time, and two said they felt they were in control, but barely.

Three presidents said they had time at the college for thinking over problems and issues, while three said they did not have time at the college for this.

The motivation for being a college president was the challenge of the job together with personal satisfaction and the esteem of the position.

The final question asked was, "Would you say that the time during which I have been observing you has been typical of your usual activities?" Answers to this were generally "yes." Two presidents indicated that they may have been "less busy" as a result of students being out of their institutions and two presidents indicated that it may have been a little more hectic than usual because of year-end activities.

Presidents indicated that they spent a great amount of time in scheduled meetings. They also indicated that they used the line administration for information gathering and dissemination, and they also delegated authority within the line organization. This reinforced the large number of contacts they had with senior administration. Liaison behaviors were explained by the presidents when they indicated the extent of their work that was spent on political activity as well as the effect of the uniqueness

of the Alberta postsecondary systems on their administrative behaviors.

The interview responses of the presidents were largely confirmed by an examination of their diaries as well as by the observations conducted. The variance in activities observed among presidents was supported by the variance in the presidents' interview responses.

The Major Activities, Purposes,
Participants and Media

The major activities. Alberta public college presidents devoted their time to one of six major categories of activities. Table 47 presents these data for the typical (average) Alberta public college president.

Table 47

A Picture of How the Typical Alberta Public College
President Spent His/Her Working Time

Category of Activity	Average Per Day	Percentage of Number of Activities	Percentage Of Time Spent
Unscheduled Meetings	7.2	27.0	15.5
Telephone Calls	6.8	25.5	5.5
Desk Work	6.5	24.3	17.5
Scheduled Meetings	4.4	16.5	53.2
Tours	1.0	3.7	2.5
Travel	0.8	3.0	5.8
Total	26.7	100.0	100.2

The president spent over one-half of the day in scheduled meetings. These meetings, however, did not comprise the greatest number of activities. Unscheduled meetings were the most common activity although they only occupied 14.6 percent of the day. Table 16 presented in Chapter 4 indicated that almost 40 percent of the presidents' activities lasted less than five minutes, 60 percent lasted less than ten minutes, and only twenty percent of the activities lasted 30 minutes or longer.

Purposes of the activities. The purposes of the activities undertaken by the Alberta public college presidents were categorized into the ten managerial roles identified by Mintzberg (1973). These ten roles are encompassed within three categories of purpose: interpersonal, informational, and decisional. Table 48 provides a summary of the purpose of the presidents' verbal activities.

It is worth noting the differences in the percentage of the number of activities for each behavior and the percentage of the time spent on each behavior. For example, the greatest percentage of time was spent on liaison behaviors, while the greatest percentage of the total number of activities was spent on resource allocation behaviors. When considering the three categories of behaviors, interpersonal behaviors occupied 57.9 percent of the working day, but only 38.4 percent of the total number of activities each day.

Table 48
A Summary of the Purpose of the Alberta Public
College President's Verbal Activities

Behavior	Average Per Day	Total Daily Number of Activities	Percentage of Activities	Percentage of Time Spent
Interpersonal				
Figurehead	0.7	4.1	3.4	7.4
Liaison	3.8	25.4	21.0	35.9
Leader	2.9	17.1	14.1	14.7
Total Interpersonal	7.4	46.6	38.4	57.9
Informational				
Monitor	3.2	20.8	17.2	13.2
Dissiminator	1.0	6.2	5.1	2.3
Spokesman	1.1	66	5.4	2.7
Total Informational	5.3	33.6	27.7	18.3
Decisional				
Entrepreneur	0.5	3.0	2.5	3.7
Disturbance Handler	1.3	7.4	6.1	7.5
Resource Allocator	4.3	26.8	22.1	9.5
Negotiator	0.6	3.8	3.1	3.1
Total Decisional	6.7	41	33.8	23.8
Total	19.4	529	100.0	100.0

The Alberta public college president averaged 4.3 resource allocation behaviors per day, followed by 3.8 liaison behaviors and 3.2 monitor behaviors. Entrepreneur, negotiator and figurehead behaviors were conducted by the president, however, these comprised less than one behavior per day.

Participants in the activities. The Alberta public college president had many verbal contacts. A picture of the typical president's interactions with internal and external publics is given in Table 49.

Internal participants were more common than external participants in the day-to-day administrative behaviors of the president. The president had 15.4 contacts per day with the internal community and only 4.8 contacts per day with the external community. The internal participants occupied 72.7 percent of the working day and 76.3 percent of the number of contacts each day. The only external participants who had daily contact with the president were members of the local community. College administrators had 8.6 contacts per day and occupied 42.6 percent of the president's daily contacts and 37.4 percent of the time each day.

Media used. The media used was broken into two major categories, verbal and written. Verbal behaviors occupied 80.8 percent of the president's day. These behaviors were broken down further by category, purpose and participant and have been discussed earlier in this chapter. Written behaviors included the time spent by the president handling

Table 49

**A Picture of the Participants Involved With the
Alberta Public College President's Verbal Activities**

Participant	Average Contacts Per Day	Total Daily Contacts	Percentage of Contacts	Percentage of Time
Internal				
Administration	8.6	50.8	42.6	37.4
Faculty	1.4	8.6	6.9	8.0
Students	0.2	1.1	1.0	.8
Support Staff	2.8	16.9	13.9	3.7
Board of Governors	1.5	9.3	7.4	16.3
Other	0.9	5.8	4.5	6.5
Total Internal	15.4	92.5	76.3	72.7
External				
Other College Presidents	0.4	2.1	1.9	3.9
Department of Advanced Ed.	0.6	3.5	2.9	2.8
Other Government	0.7	4.2	3.5	3.5
Professional Association	0.5	3.2	2.5	2.4
Local Community	2.0	11.8	9.9	10.0
Other	0.6	3.7	3.0	4.7
Total External	4.8	28.5	23.7	27.3
Total	20.2	121	100.0	100.0

the mail and preparing reports. These occupied 18.2 percent of the presidents' day.

The mail was analyzed first by separating incoming mail from outgoing mail. Each of these categories was then broken down by the form of mail, the source of incoming mail, the recipient of outgoing mail, and the purpose of the mail. Incoming mail accounted for 76.8 percent of all mail items. The president handled 22.4 pieces of incoming mail per day and 6.8 pieces of outgoing mail each day. Letters were the most common form of both incoming and outgoing mail, followed by memos. The source of incoming mail was most often the external community, with professional associations, other colleges and provincial government the major contributors. Administration was the most frequent source of internal mail received. The outgoing mail was most often sent internally, to college administrators. The general public was the most common recipient of the external outgoing mail from the president.

When considering the purpose of the incoming mail, 74.5 percent of the mail provided the president with information. Requesting information, seeking advice, seeking permission and status requests occupied 26 percent of the purpose of the incoming mail. The main purpose of the outgoing mail was to grant permission, followed by providing information. Only 11.5 percent of the outgoing mail requested information or advice.

The picture of the administrative behavior of the president as seen through the written medium indicates a person who is the hub of information. A great amount of the written medium, 73.5 percent, provided the president with information and one of the main purposes of the outgoing mail was to provide information.

The administrative behaviors of the Alberta public college presidents were placed into three major categories of purpose. These categories were composed of interpersonal roles -- figurehead, liaison, leader; informational roles -- monitor disseminator, spokesman; and decisional roles -- entrepreneur, disturbance handler, resource allocator and negotiator. Interpersonal behaviors occupied the most time. Scheduled meetings took up the greatest amount of time, however, more activities were undertaken in unscheduled meetings, desk work and telephone calls.

Senior administration within the college were the main participants in the president's activities, and verbal contact was much more common than written communication. The observation data suggested one could expect to find the president in a scheduled meeting, with senior administration, and involved with interpersonal behaviors. Data presented in earlier chapters also suggested this meeting would be on the college campus, but not in the president's office.

SUMMARY

This chapter first considered the presidents' activities as reflected in the literature reviewed, the presidents' diaries and the structured interviews. A picture of the typical (average) president was next presented by considering the major activities, and the purposes, participants, and media used in these activities.

The observation data, together with the structured interview data, the presidents' diaries and the literature reviewed were used to provide support for the propositions on the nature of the president's work presented in the following chapter.

CHAPTER 7

SUMMARY, CONCLUSIONS AND IMPLICATIONS

SUMMARY OF THE STUDY

The Purpose of the Study

The purpose of this study was to observe, describe and analyze the administrative behavior of Alberta public college presidents with a view to developing some propositions about the nature and function of their work.

The Statement of the Problem

The central problem of this study was to observe and describe the actual on-the-job administrative behaviors of Alberta public college presidents so as to develop propositions about the nature and function of their work.

In order to provide an answer to the major question posed in the statement of the problem the following sub-problems were stated:

1. What is the nature of the president's activities as reflected in the presidents' diaries of activities?
2. What are the perceptions of the presidents regarding their administrative behavior?
3. What are the roles and functions performed by the presidents in the process of administering their colleges?

4. What are the major activities to which the presidents devote their time during their working day?

5. What is the purpose of these activities?

6. Who are the major participants in the presidents' daily activities?

7. What media (verbal, written) does the president use in the activities completed during the working day?

The Justification of the Study

The president of a college is the top person in the administrative hierarchy. The college environment is very complex and influences the president's administrative behavior.

The literature related to the college president has focused primarily on administrative processes, tasks and functions. The emphasis in most studies is on the expectations of others for the role of the college president or the college presidents' perceptions of what they are doing, or ought to be doing. Wayne Anderson provides an example of this in his article, "Diary of a Freshman President." Anderson (1982) provided an actual daily diary of his activities during the first year of his presidency, however, he made no attempt to describe specific behaviors or relate his experience to other studies.

The present study added another dimension to the available literature. To the literature that has dealt with the behavior of college presidents as it ought to be, or as it is interpreted and reported to be by the person

performing it, this study added the dimension of what a college president does in performing his administrative duties, as observed by someone else. Authors such as Campbell (1970), Mintzberg (1973), and Cohen and March (1974) have suggested that we must analyze what managers and administrators actually do so we can improve the training of educational administrators. This study of Alberta public college presidents may well add to the understanding of the behavior of top level administrators in postsecondary educational organizations.

The Design of the Study

A field study approach was employed to determine the nature of the president's work. The study was descriptive rather than evaluative, and focused on the structured observations of the administrative behaviors of selected Alberta public college presidents in their own working environments.

The findings from the observations were supplemented by data collected through structured interviews with the presidents, at the conclusion of the visits, and information collected on the nature of the presidents' activities for a one week period prior to the observation period.

The processes involved in carrying out this study constituted the design for the study. First, the researcher observed and recorded the administrative behavior of six Alberta public college presidents on the job. Second, the recorded observations were analyzed and profiles were

constructed for selected aspects of the presidents' administrative behavior. Third, the presidents' diaries were analyzed and fourth, the structured interviews with each president were analyzed. Finally, a series of propositions was generated on the nature of the president's administrative behavior.

Structured Observation

Structured observation was the primary method used to study the presidents' at their work. This method combined the flexibility of open-ended observation with the structure of systematic recording. The observational approach made it possible to record behavior and events as they occurred. This approach allowed the behavior to be observed as it happened, in the natural environment, and it also allowed the recording of a series of behaviors so that whole events were recorded.

One of the strengths of the observational method was that it was not limited to pre-judged hypotheses, but rather it allowed the researcher to move from data to theory and back again as the study developed. The categories of behavior were developed during the observation and further refined after the study was completed. The researcher did not rely on first impressions to support a developing hypothesis, rather the researcher was able to put first impressions to the test in the light of later events.

Data Collection

Data were collected on the presidents' administrative behavior for every working minute of each day during the observation period. In addition, presidents provided a diary of their activities for the week prior to the observation period, and participated in structured interviews at the conclusion of the observation period.

A number of steps were used in recording and organizing the data. First, the observations were recorded, in detail, in a field diary. The next step was to sort the data into one of 4 records: a chronological record, a mail record, a contact record and a telephone record. The chronological record presented the sequence of the administrative behavior in terms of the major categories of activities. The mail record described each piece of incoming and outgoing mail. The contact record described the details of each contact -- where it occurred, the medium of communication, who initiated the contact, who was involved in the contact, the purpose of the contact and the duration of the contact. The telephone record provided information abstracted from the contact record that specifically occurred via the telephone.

Data Analysis

Two types of data were recorded from the field observations. Low inference level data (molecular) were recorded in the chronology record and in the mail record, contact record and telephone log, except for the category "purpose of activity." High-level inference (molar) data

were generated through the use of observation notes in the field diary, the analysis of the categories of purpose for which the activity was initiated, a review of the president's diaries for the week prior to the observation period, and from the structured interview with each president following the observation period.

Profiles were constructed for each president, from the low inference level data, indicating the proportion of their working time devoted to each activity. In addition, a composite picture of these categories was constructed for all six presidents. Profiles on the nature of the presidents' verbal and mail contacts were also drawn up.

The systematic development of field diary notes, including the researcher's interpretations where appropriate, together with the analysis of purpose in the contact and mail records, the analysis of the presidents' diaries and the structured interview analysis, formed the base for the generation of a series of propositions concerning the nature of the Alberta public college president's administrative behaviors.

FINDINGS

To address the question, "What are the actual administrative behaviors of Alberta public college presidents?" required answers to a series of sub-problems.

1. What is the nature of the president's activities as reflected in the presidents' diaries of activities?

The presidents' diaries provided data that indicated presidents spent most of their time in scheduled meetings, that were most often held on campus and usually with senior administrators of the college. Interpersonal activities accounted for the greatest number of activities recorded in the presidents' diaries.

2. What are the perceptions of the presidents regarding their administrative behavior?

The structured interviews (See Appendix C) provided the presidents with the opportunity to answer a series of questions relating to their positions and job expectations. The presidents stated their administrative philosophy was to delegate to others and to involve others in decision making whenever possible. They also indicated their jobs were affected by the specific structure and operation of the Alberta postsecondary system. Presidents indicated they were involved in political activity and public relations, that conflict resolution was a normal part of their day and that the main pressures of their jobs were the demands on their time, the scope of the job, the quantity of work and always being seen as the president (even in personal life).

The presidents stated they spent a great amount of time in scheduled meetings and had a large number of contacts with senior administrators in their colleges.

The nature of the college environment affected the work of the presidents. The specific Alberta postsecondary system, the Colleges Act of the Province of Alberta, and the

funding of Alberta colleges were all influential in the day-to-day activities of the presidents. In addition, the unique characteristic of a college, sometimes referred to as "loosely-coupled" or "a professional bureaucracy," affected the presidents' behaviors. The specific community in which the college was located was another influence on the work of the president.

The presidents occupied unique positions in their colleges. The presidents had to deal with many varied expectations and demands from interest groups both inside and outside the college. Their positions as full members of the Boards of Governors were unique. Presidents are voting members of the same board to whom they are responsible. The college boards also have membership from other internal constituencies for whom the presidents were responsible. The potential for conflict was very real and the presidents spent a lot of time "behind the scenes" attempting to prevent issues from developing into conflict situations. The external community expected the presidents to be responsible for everything at and about the colleges while the internal community expected to be involved in shared or participative governance. The presidents indeed occupied unique positions.

The presidents received job satisfaction from the challenges of the job and the status of the position. The challenges of diversity of scope in the position were seen as a motivator for the presidents. The challenges of the

internal and external community expectations were also considered motivating. The presidents enjoyed challenges and the opportunity to affect outcomes. All presidents indicated their personal ego enjoyed the status, esteem, and respect that goes with the position of president. They believed the president does affect the outcomes of the college and that theirs is an important and powerful position.

The presidents also indicated their administrative behaviors during the observation period were fairly typical of their usual activities.

3. What are the roles and functions performed by the presidents in the process of administering their colleges?

The roles performed by the presidents were classified using Mintzberg's (1973) ten observable roles. These were later grouped to form three larger roles and are discussed further in point 5.

4. What are the major activities to which the presidents devote their time during their working day?

The presidents spent a large proportion of their time in scheduled meetings. These scheduled meetings occupied over one-half of the working time spent each day, however, these meetings did not occupy the largest number of activities.

The presidents were involved, each day, in a large number of activities of short duration. These activities covered a complete range of subjects that may be associated

with any part of the college. The wide diversity of topics caused the presidents to shift attention quickly from one topic to another with little, if any, time to prepare for the new topic. The greatest number of the short duration activities involved unscheduled meetings and telephone calls. Desk work was also completed in small amounts of time with a greater number of activities recorded due to the many interruptions.

The presidents found it difficult to organize and control their time. This was due to the commitment of administering through people and of maintaining an open-door policy. Over one-half of the presidents' verbal contacts were initiated by others and these were most often unscheduled meetings. The one other major problem, identified by the presidents, which caused difficulty in controlling their time, was the "never ending" nature of the job. The presidents worked over 10 hours each day observed, however, when they tried to leave work behind for a personal life this was very often impossible as personal activities in the community often became associated with the position of the president of the college.

5. What was the purpose of these activities?

As mentioned earlier, the presidents spent the greatest proportion of the verbal contact time on interpersonal behaviors. Mintzberg (1973) explained interpersonal behaviors as those arising from the formal authority and status of the position. These behaviors were most often of

a liaison nature and involved sharing information and trading favors within a network of contacts outside the college. Leader behaviors within the college were also very evident and figurehead (symbolic) activities were the least of the interpersonal behaviors observed.

The presidents involved others in decision making. This finding did not support the literature on general administration, however, it supported the specific literature on postsecondary education. All presidents indicated that their management philosophy was to delegate to others and to have decisions made as close as possible to where they will be implemented. When the presidents were involved in decision making activities, they were never solitary, rather they involved others. The shared participation model, evident in all colleges, was another contributing factor to the commitment of the Alberta public college presidents to involving others in decision making.

6. Who are the major participants in the presidents' daily activities?

The presidents spent a large proportion of their time with internal college contacts. The college administrators were the most common participants, followed by the boards of governors, support staff and faculty. Students, the main purpose for the existence of colleges, occupied less than one percent of the presidents' time.

The most frequent external participants were the local

community, followed by government, professional associations and other college presidents.

7. What media (verbal, written) does the president use in the activities completed during the working day?

The presidents spent the largest proportion of their working time in verbal contact with others. Very few activities were observed that were solitary in nature, and where these did occur they most often involved mail to or from others.

Incoming mail was the greatest amount of the mail items handled, with letters the most common form. More mail items were received from the external community than from the internal community, however the outgoing mail was most often sent internally, to college administrators.

SUMMARY

The presidents' administrative behaviors reflected the view of administration as a process of getting activities completed with and through other people. The presidents spent most of their time in verbal contact with senior administrators of the college. These were most often scheduled meetings on the college campus. The presidents involved others in decision making and most of the verbal contact time was spent on interpersonal activities.

The president's position is shaped by the individual in the position. The literature reviewed, the presidents' diaries, the observed data and the structured interviews all indicated that presidents are involved in similar

activities. The data also suggested there are individual differences in the positions. The individual's personality, background, and administrative philosophy, together with the specific college community, worked together to tailor the specific president's position.

The greatest stress for the presidents in fulfilling their administrative responsibilities was the management of time. The commitment to involve people in the administration of the college conflicted with the amount of time scheduled each day. The balance between running a humanistic organization and the efficient use of time constituted another conflict. A third conflict was in seeking a balance between the needs of the institution and the presidents' personal needs. These stresses were also regarded as challenges for the presidents to resolve and were not seen as major issues. The presidents enjoyed their positions and welcomed the challenges of the job. These, together with the esteem of the position, motivated them to continue in the presidency.

CONCLUSIONS

This study observed six Alberta public college presidents in their day-to-day activities. The observations were conducted in the home college of each president. The results of the observations were analyzed and, together with data from the presidents' diaries and the structured interviews, used to develop propositions of the nature and function of their work.

This section will present a number of propositions on the nature of the president's administrative behavior. A proposition is defined in Webster's New Twentieth Century Dictionary as: "something proposed; . . . in rhetoric, a subject to be discussed or a statement to be upheld." These propositions could be restated in the form of working hypotheses for the purpose of further research. The propositions are supported by evidence derived from (1) the observational data; (2) the interview responses of the presidents; (3) the data provided in the presidents' diaries; (4) general impressions of the nature of the presidents' administrative behavior developed by the researcher through the use of notes; and (5) the literature reviewed.

Proposition one. The president spends a large proportion of his working time in verbal contact with people.

Verbal contacts occupied 80.8 percent of the presidents' working day. Most of the verbal contacts were with members of the college and involved members of the administration of the college. The typical (average) president had 20.2 verbal contacts per day, 15.4 verbal contacts were with members of the college and 4.8 verbal contacts were with the external community. Verbal contacts with the administration of the college occupied 42.6 percent of all verbal contacts and occupied 37.4 percent of the time

spent in these verbal activities. Contact with students was minimal and accounted for only one percent of the number of contacts and less than one percent of the typical (average) president's time in verbal behaviors. The presidents' diaries provided data that the president had more than twice as many contacts with the internal college community as with the external community and that contacts with college administration accounted for 60 percent of all internal contacts. The interviews with the presidents indicated that they used the line organization, plus meetings with the executives of various internal groups to gather and disseminate information. They also indicated the observation period was typical of their administrative behaviors. Approximately 73 percent of the presidents' verbal contact time was taken up with people from the college.

Proposition two. The president spends the largest proportion of time in scheduled meetings.

Scheduled meetings occupied 53.2 percent of the president's day. The typical (average) president had 4.4 scheduled meetings each day and each lasted almost 75 minutes. These meetings were most often held at the college in a location other than the president's office, and usually involved college administration. The presidents' diaries and interviews supported the observed data. Specific presidents commented, "I'm in meetings all day long," and "over half of my day is always spent in meetings." While

these meetings occupied the largest proportion of time, they did not occupy the largest number of activities.

Proposition three. The president is involved each day in a large number of activities of short duration.

Each day the president had 26.2 activities of which 10.4 lasted less than five minutes. During the interview process each president commented on the stresses of the job being the scope and number of the activities. The work of the president was continuous in nature and unrelated issues and problems caused a shift in attention quickly from one activity to the next. The breadth of the job was acknowledged in the literature reviewed, and authors indicated that the presidents were expected to be knowledgeable about everything in the college and that they were responsible for everything in the college.

Table 16 presented in Chapter 4 indicated that 59.5 percent of all the activities in which the president was involved lasted less than ten minutes and 39.7 percent of all his activities lasted less than five minutes. Only 21.2 percent of his activities lasted 30 minutes or longer and 11.3 percent lasted 60 minutes or longer. The greatest number of activities were unscheduled meetings, followed closely by desk work and telephone calls.

Proposition four. One of the primary pressures on the president is the problem of organizing and controlling his/her time.

All presidents identified time management as a problem. They indicated that they were in control of their time, but that it was a very precarious balance. This caused them to be acutely aware of their time, and they indicated it would be very easy to lose control of this.

One of the issues that gave the presidents difficulty in scheduling their activities was that over 50 percent of the verbal contacts were initiated by others, and these occupied 46.9 percent of their time.

During the interviews, presidents indicated the "never ending" nature of the job caused additional problems for scheduling their time. There was little time for presidents to plan for the future and this usually had to be completed during their "personal" time. This caused the pressures of the job to put demands on their personal lives. All presidents interviewed indicated that this was a problem for them and for their families. Even when the presidents were able to find time for personal activities, they were still viewed by others as "the president" if their personal activities were within the community. These comments supported the literature reviewed that identified the president's job as "all inclusive and that he is responsible for everything."

Proposition five. The president spends the greatest proportion of the verbal contact time on interpersonal behaviors.

Interpersonal behaviors were made up of three observable roles: figurehead, liaison and leader. The greatest amount of time was spent on liaison activities, followed by leader activities and then figurehead activities. The president had 7.4 interpersonal contacts per day. These occupied 38.4 percent of his total activities and 57.9 percent of his time. Liaison activities made up the greatest number of interpersonal behaviors. These filled 35.9 percent of the president's day and were followed by leader activities with 14.7 percent and figurehead activities with 7.4 percent.

Interviews with presidents reinforced these data. The presidents all indicated a large part of their day was spent with various political activities. This activity was often sharing information and trading favors within a network of contacts outside the college which was Mintzberg's (1973:97) definition of a liaison role.

Presidents all indicated they spent a considerable amount of their time in behaviors involving subordinates, leader behaviors, and less time in activities of a symbolic nature, figurehead activities.

The interviews and observed data supported the literature suggestions that administration is a process involving people.

Proposition six. The president involves others in decision making.

The general administration reviewed suggested decision making was an important part of all administration. Litchfield (1956) concluded that decision making is the beginning and end of an administrative cycle of activities. The presidents' diaries, the observed data and the interviews did not support the literature in this regard. While all presidents were involved in decision making, it was not a core activity for them and presidents did not make decisions they could delegate to others.

All presidents interviewed indicated that their management philosophy was to delegate to others and to have decisions made as close as possible to where they would be implemented.

The observation data presented in Table 48 show that the president had 6.7 decisional behavior contacts per day. These occupied 23.8 percent of his time and 33.8 percent of the total number of activities. The largest number of decisions made involved resource allocation, and all of these decisions involved others. Before making an allocation, all presidents gathered information from others and requested recommendations from others. Presidents observed only made a decision on their own when conflict situations prevented a consensus position. Even in these cases, the presidents requested information and recommendations from others to help them make the decision.

Decisional activities occupied the least number of activities recorded in the presidents' diaries. The

presidents indicated, when interviewed, that they used their senior administration and the line organization to gather and disseminate information. Presidents interviewed also met with the executive committees of internal groups and requested their opinion on items under consideration.

Proposition seven. The nature of the college environment affects the work of the president.

Authors reviewed agreed that the organizational structure and environment influenced the administration of any institution. The college presidents interviewed all agreed that the Alberta postsecondary system influenced their work. The Colleges Act of the Province of Alberta established autonomous Boards of Governors, however, all major funding is controlled by the Provinces. This funding issue was identified by all presidents interviewed as a major influence on their work.

The concept of participative decision making permeates the college environment. The Alberta Colleges Act established an academic council, composed of faculty, students and administrators, who recommend policy of academic matters to the Board. The concept of participative decision making was still evolving in the newer colleges, while it was well entrenched in the older "traditional" colleges.

The community in which the college was located, together with the specific historical past, also affected the president's administrative behavior. The rural

colleges' board members were primarily self employed and preferred to have their meetings during the day while the urban colleges board members preferred to have their meetings in the late afternoons and evenings. In addition, the larger colleges had more formalized lines of communication.

All presidents believed it was important to know the opinions of the community in which their college was situated. All presidents had program advisory committees and some presidents had a president's advisory council. These committees/councils, together with memberships in local community groups and attendance at social functions, kept presidents in touch with their communities.

Proposition eight. The president occupies a unique position in the college.

The president had to deal with varying interest groups that often had conflicting demands. As a result, the president was often called upon to mediate and/or arbitrate. The president's position as a member of the Board of Governors is legislated by the Colleges Act of the Province of Alberta. This creates a situation where the president is hired by, and responsible to, the Board while at the same time is an equal member on the Board. Four of the presidents interviewed did not feel "caught in the middle between the interests of the board and the educational members of the institution," while two said this was a concern for them.

Presidents interviewed stated that they were involved in conflict resolutions as a normal part of their day-to-day behaviors. They also indicated that they spent a lot of time trying to prevent the conflict from developing by being aware of potential conflict issues and working with the relevant interest groups before the issue became a conflict problem. This political activity involved both internal and external groups.

The purposes of the president's behaviors, given in Tables 45 and 47, provided further support of the unique position of the college president.

Proposition nine. The president receives job satisfaction from the challenges of the job and the status of the position.

Authors reviewed suggested that the importance of the president's position was questionable. Some authors, such as McCall (1978), suggested the president had little power or influence on the college. Other authors, such as Kaufman (1980), disagreed and stated that they were important and made a great difference on the college outcomes.

During the interviews with college presidents the question was asked, "What motivates you to remain as a college president?" Individual presidents agreed there were two main reasons: (1) the challenges of the job, and (2) the recognition and status that goes with the position. Other reasons given were: enjoyed working with people; the contributions that could be made to education, liked being

at the top and making decisions, the desire to shape things around them, and the power of the position.

The observation data indicated that the variety of activities the presidents were involved in supported the interview comments on the challenges of the job. As mentioned earlier in this research, interpersonal behaviors arise from the formal authority and status of the position. The observed data indicated that the interpersonal behaviors occupied 57.9 percent of the president's time, and this supported the presidents' interview comments on the recognition and status of the president's position. The written contacts further indicated that presidents were a major source of information, that they were the "hub" of the information sources of the college.

Proposition ten. The president's position is shaped by the individual filling the position.

While this chapter has presented the discussion of the administrative behaviors of the Alberta public college president, most of the data were arrived at by considering the average of the behaviors of six individual presidents. The individual presidents were all involved in similar behaviors, however, the variance in the number of activities and the time spent on these activities suggests the individual president's style was also a factor. While the average president observed spent almost 81 percent of the time in verbal contacts, the individual presidents varied from 73 percent to 86 percent on verbal contact time. The

number of verbal contacts also varied from 15 to 25 per day.

The purpose of the verbal contacts also showed considerable variance. President A had more than twice as many interpersonal behavior contacts each day than did Presidents E and F. The individual presidents spent from 45.7 percent to 78.5 percent of their day on interpersonal behaviors. Similarly, informational behaviors ranged for 3.4 to 10.3 per day and occupied from 8 percent to 25.5 percent of the individual president's day. Decisional behaviors also showed some variation. President B had 3 of these contacts, while Presidents C and E had 9. The percentage of the day devoted to decisional behaviors ranged from 12.4 percent to 35.2 percent.

The presidents' diaries also indicated a variance in the purpose of their activities. The structured interviews indicated that all presidents were involved in similar activities, however, the emphasis on each activity was not identical. One president indicated that he saw himself as an "external" person and this influenced the time he spent on figurehead, liaison and spokesman activities. Another president indicated because of his academic training and interest he asked the board if he could be more involved in the day-to-day supervision of a major building project. This was agreed to. In another college where a major building project was in progress, a consultant was hired to do this day-to-day supervision and report directly to the president. In a third college with a building project, a

consultant was also hired, but he reported to another senior administrator in that college.

The literature review presented the picture of the president as a person filling a wide variety of roles. Individual authors highlighted the role(s) they believed to be the most important and again this provided for a variety of opinions, leaving the final decision to the actual president in that particular position.

IMPLICATIONS

The findings, conclusions, and the propositions derived from them, have a number of implications for the administration of colleges. They also indicate a need for further research,

Implications for the Administration of Colleges

Despite the small sample size, the indepth nature of the data gathered, together with precautions taken in the data gathering, provide the reliability and validity measure to allow for discussion of implications for the administration of colleges.

One implication is for presidents themselves. Presidents rarely have time to have an "objective look" at what they are doing and how they are spending their time. The descriptions of the administrative behaviors of Alberta public college presidents presented in this study can provide a backdrop for individual presidents to compare with their own behavior.

Following a reflective look at their own behaviors, presidents may find the data in this study helpful for planning professional development activities. For example, a president may feel he/she is spending more time in interpersonal behaviors than was believed before the reflective comparison which may point to a strength or weakness in this area.

The results of the study should also be helpful to individuals planning in-service workshops for presidents. By being aware of the most common activities of presidents, identification of areas for development are more apparent.

Universities offering educational programs for a career in college administration could use the study findings to evaluate the relevance of their curriculum. For example, are students presented with opportunities to improve oral communication, to work with others (group process) and to develop good organizational time management abilities?

Persons contemplating a career as a college president should find the results of this study helpful. Individuals who prefer a well controlled working environment with clear expectations might find this a poor career choice. Individuals contemplating a career as a college president require excellent interpersonal and communication skills. They should like people, be flexible, and prefer diversity in tasks. They should also have excellent time management skills and a thorough understanding of the unique nature of the college environment.

College boards of governors should find this study helpful in understanding the role of their president. Using the data presented in this study, boards can evaluate their expectations for the president and develop a realistic job description against which they can evaluate his/her work. This study should also be helpful to boards when selecting a new president.

Implications for Further Research

The use of structured observations to gather the data for the study provided the major perspective into the nature of the presidents' work. Structured observations allowed the researcher to record the behaviors of the college presidents as they occurred.

Some difficulties in data collection were encountered using this methodology. Telephone calls did not allow the researcher to hear the conversation on the other end; evening activities completed at home were not actually observed; and some meetings were also not open to this researcher. To overcome these problems the presidents were asked to summarize the information required to record the activities.

Additional difficulties with the recording of mail items was a concern for this researcher. The procedures established between the presidents and their secretaries for handling of mail varied, and mail was sometimes handled without the actual recording of it. To overcome this

problem this researcher met with the secretaries concerned and established a procedure to ensure that all mail items were being made available for recording. Despite the problems of structured observations methodology, the outcomes were more than satisfactory and provided the data required to complete this study. This researcher would recommend the use of this methodology again as the knowledge gained from the actual observed behaviors of the presidents far outweighed any difficulties encountered.

The propositions relating to the nature of the president's administrative behavior presented in this study could be used as a series of working hypothesis as a focus for further research.

The sample used in this study limited the generalizability to a population of college presidents. It may be useful, therefore, to replicate the study within other provinces, or with other postsecondary administrators, to determine whether the results of this study can be replicated. It may also provide additional understanding of the college presidency to compare the results of this observation study with other studies of the college presidency and of other chief executive offices. Some additional areas for further research include:

1. What effect, if any, does the specific environment (external and/or internal) have on the administrative behaviors of the college president?

2. What effect, if any, does the individual president's personality, education, experience, and/or management style have on the actual administrative behaviors of the college president?

3. What effect, if any, does the time of the year have on the administrative behaviors of the college president?

4. What, if any, is the relationship between the president's management style and success in the job?

5. What, if any, are the similarities of the college president's administrative behaviors as compared to those of other chief executive officers?

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APPENDIX A

Data Gathering Instruments

FIELD DIARY

221

President _____

Week of _____

[illegible]

CHRONOLOGY RECORD

222

Week of _____

President _____

Time	Activity (a)	Reference (b)	Duration
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(a) Activities will be recorded as: mail, telephone, unscheduled meetings, tours, scheduled meetings, desk work, other (will specify).

(b) Cross referenced to mail record, telephone record and contact record.

Page _____

THE TELEPHONE LOG

Week of

President

Reference	Initiator	Caller's Title
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Purpose

Result

Duration

Week of

President

[illegible]

In/Out

Form/type

Correspondent by Title	Purpose
Mr. J. Edgar Hoover	to inform him of the results of the investigation
Mr. Clegg	to inform him of the results of the investigation
Mr. Glavin	to inform him of the results of the investigation
Mr. Ladd	to inform him of the results of the investigation
Mr. Nichols	to inform him of the results of the investigation
Mr. Rosen	to inform him of the results of the investigation
Mr. Tracy	to inform him of the results of the investigation
Mr. Carson	to inform him of the results of the investigation
Mr. Egan	to inform him of the results of the investigation
Mr. Gurnea	to inform him of the results of the investigation
Mr. Hendon	to inform him of the results of the investigation
Mr. Pennington	to inform him of the results of the investigation
Mr. Quinn	to inform him of the results of the investigation
Mr. Nease	to inform him of the results of the investigation
Mr. Gandy	to inform him of the results of the investigation

Action

A P P E N D I X B

Example of Coded Data

FIELD DIARY

PRESIDENT C

Week of April 12

Time	Activity	Observation	Comments
8:30	S.M. <u>C1</u>	Met with me to go over the plans for the observation and also his week. Establish the ground rules.	Went very well. He is very receptive and pleasant.
9:12	Phone <u>7162</u>	Secretary calls with a typing format problem.	
9:25	S.M. <u>C3</u>	- Secretary re Board agenda. They plan the agenda items. Information requested from the secretary to help him decide on placement of items--in committee--open meetings. - Discussion of supper meeting with local mayors. He will try and draft a paper of guidelines for the Foundation. Requests some previous correspondence from the last board meeting for this meeting. - Back to the Board agenda. Discussion of soil degradation to Senate agriculture committee on soil degradation. - Presentation for 1 1/2 - 2 hours re comparison of New Zealand and Australia. Need to schedule a large room for this and invite the total college. - Discussion of Board chairman's picture and the mechanics of making this presentation. - Personnel and finance report - from business arising from the previous minutes. Need to get the policies they are recommending to the board to include in the board package. - Farm committee report re breeding pigs - crossing of 2 hybrid strains. - Academic Council report - needs to be checked for accuracy. Need to have policy and other items i.e. course outlines for 2 new courses to go with the motions from council.	He needs to give the secretary a lot of detailed instructions. It seems like she is not really aware of what is going on and what she is to do. Decision making re agenda going on.

PRESIDENT C

FIELD DIARY

Page 2

Week of April 12

Time Activity

Observation

Comments

9:52

Phone

(T2)
(CH)

- Tour of the new facilities from 9:30 - 10:30.
Board meeting to begin at 10:30.
- Needs to go next door and check re budgets for the board meeting.

Call from (actual name in notes), Foundation Director. President had requested names of executive members of Farm Organizations.
Politics - help MLA get information to help the college.

10:00

Desk

Mail

(M1)

Hates to settle down and work on paper.

Scheduled meeting cancelled. Allows for desk work. Memo to college staff re presentation on Friday (in longhand). Normally dictates unless he needs to see right away what it looks like. presentation is re comparative agriculture programs in Australia and New Zealand. Gives to his secretary to get out A.S.A.P. Mail. Has 3 incoming piles - To handle now, to handle when time, and reading pile (magazines, etc.)

10:07

Phone

(T3)
(CS)

To coordinator of fashion merchandising program. Needs material to drape a picture. Explain the purpose of the material.

Places his own call.

10:10

Phone

(TH)
(CB)

Head of Plant Products Division, Agriculture Canada. To discuss problems identified in a memo received from his office re the seed and grain program. Explains this program had approval in principle for 2 years but no money. Federal critical skills growth fund program has no mention of agriculture - he got upset (Pres.) and went to Alberta Deputy

Liaison?

Politics?

Linkages?
Boundary -
spanning

FIELD DIARY

Page 3

PRESIDENT CWeek of April 12

Time Activity

Observation

Comments

Minister. They are working on trying to have agriculture considered as a critical skills for growth fund. Working with federal and provincial government departments in agriculture, manpower and others to try and come up with something. Want to enlist his help to sell government on need for skilled manpower in this area.

10:21 Mail

(M2)

Response to mail item on his desk, from personnel officer re temporary position. Concerned over the tone of the letter and the effect on collective agreements with faculty. Call him.

Phone

(TS)
(07)

Calls personnel re above.

10:25

U.M.

(C8)

Personnel officer comes to his office to discuss memo. Explains the leave of absence request is unusual and not covered in the collective agreement. Also the faculty association president is the husband of the person requesting the leave of absence. Real conflict of interest possible. Contract articles re leave are very messy and need to be cleaned up. General discussion of the politics of the problem.
(1) need to talk with the President of the association and clear up his perceptions.
(2) requests advise from personnel on how to proceed. Agree to have personnel set up meetings for President C and personnel to meet with President C and personnel to discuss. Then discuss with total executive at meeting scheduled for later this week.

FIELD DIARY

Page 4

PRESIDENT CWeek of April 12

Time Activity

Observation

Comments

10:38 Phone

(T6) (C9)

To Chairman of Animal Sciences (actual name in notes). Requests information from him as to what he needs to do about a situation involving a local veterinarian. Writes down on paper at his desk what he needs to do while talking.

Discusses problem of student work experience and the way to meet the number of hours so the student can get her diploma.

- Discussion re capital building project. Need to involve the alumni in this also. Suggests he contact Jack Donald, as a person with experience on a similar project. Problem with size of proposed student union building - hard to change now. If cut back to keep Agriculture Society happy will lose student support for project. May be a possibility of a joint project with the town - should follow up on this. Requests he attend a meeting at 3:00 today.

The Agriculture Society has come into money and this person also sits on this committee.

10:57

Phone

(T7) (C10)

Dept. of Advanced Education program services. Call on behalf of the deputy minister re downturn in apprenticeship and what is planned to deal with this. Can students be shifted into diploma or certificate courses? He advises this is easy for them to do as the programs already exist for this. Can't do anything else for apprenticeship unless it is related to agriculture. Questions her re department actions - what is happening?

11:10

U.M.

(C11)

Physical plant manager (actual name is notes). Needs advice so he can reply to a letter received.

FIELD WORK

Week of April 12PRESIDENT C

Time Activity

Observation

Comments

During this discussion it seems the president is trying to have the person with responsibility for the area make the decision and he will only provide general ideas.

Personnel problem. President works with him to define the issue - agree it is non productive employee in the linen room - shift problem of day and evening work. Problem of human consideration an issue for president - not for plant manager. Another issue is the budget - need to cut back in number of staff - this was reinforced by an external evaluation team recently. Need to be aware of precedence setting in decision made. More problems coming. Strategy discussion. President gives ideas to Plant Manager and he picks up and goes forward.

To check out the college and get a coffee and have bathroom break.

Foundation board director re student rep on the board. Student suggested meets with president's approval. Further discussion re other possible board members.

Reads internal memo from registrar requesting a letter of welcome for student orientation. He drafts one in longhand as he wants to be able to look at what he is writing.

Support staff member is in office to water his plants. He starts a conversation with her re her 3 month leave to travel to Jamaica, California and Hawaii. General pleasantry and discussion.

Continues with memo re student welcome. Complete and send to secretary. Files copy of draft into a chronological file on his desk marked "Things to Do".

11:25

Tour C11

11:30

U.M. C12

11:32

Desk M2
Mail

11:35

U.M. C13

11:40

Desk M3
Mail

FIELD WORK

Page 6

Week of April 12

PRESIDENT C

Time Activity

Observation

Comments

11:43

Phone

(T8)

Calls graphic artist. Returning call from him. Not in.

11:44

Mail

(M4)

(M5)

(M6)

Reads letter from ACCC requesting him to name voting delegates for upcoming conference. No one going except him. Comments on bad experience of past year and hopes this year will be better. Needs to be better organized. Will discuss with faculty executive at meeting tomorrow. Gives to secretary to respond - no one to be a voting delegate.

- College is a chartered member of QCTV - charter sent to frame and hang. Comments on the need to keep these relations strong.

- Alumni organizations sent report of class agents to work with foundation. Reads and send to files.

11:50

U.M.

(C14)

Director of finance and administration. Sets up meeting for afternoon to discuss capital facilities. President tells him about meeting with plant manager and identifies he needs to set aside time for a meeting tomorrow to deal with this problem.

11:53

Mail

(M7)

(M8)

(M9)

(M10)

- Newsletter from Alberta Wheat Pool. Skims quickly for items of interest to college and sends to file.

- Agriculture News release - skims and to file.

- Newsletter Alberta Wheat Pool. Skims/file.

- Application for employment. Dictates response. Nothing available now but will keep on file. Sends package on to personnel.

Week of April 12

Comments

FIELD WORK

PRESIDENT C

Time Activity

Observation

12:02 Tour

C15

Needs to get to another building on campus for next meeting so travels through halls, etc. speaking to people. Stopped by co-ordinator of Fashion Design program and given picture "drop". Dean travelling with him and they discuss budget problems while walking. Grabs a sandwich in cafeteria and takes to meeting with him.

12:12

S.M.

C16

Campus life and athletics and residence personnel.
(1) Introduced innovative projects paper. Looking for Small "Seed" activities.
(2) Information exchange and communication. Government policy re finances, planning. Requests input re better ways to manager. Discusses college financial picture. Received concerns re parking, student attitude.

Doing a "Sales Job" with them. He responds well and doesn't become defensive when questioned.

13:18

S.M.

C17

Director of Administration re capital budget. Also do preplanning for meeting at 3:00 today. President brings him up to date on Agriculture Society. Discuss the need for architects for Library and Student Services building.

Director of Admin. uncomfortable with me there.

13:25

U.M.

C18

Dean and Director of Agriculture Functions and Dept. of Agriculture. Joined them for a few minutes in their scheduled meeting for P.R. purposes. Discusses what he does and how college and dept. can communicate.

13:45

S.M.

C19

Mandate review planning sub-committee. Composed of representatives from the college admin., the board, the community.

FIELD WORK

PRESIDENT CWeek of April 12

Time Activity

Observation

Comments

No one seems clear on purpose of the meeting. No one is prepared.

He provides information as a leader but very low key.

He is impatient with process wants to get going on some action

This group meets on an ongoing bases to discuss role of the college in the future.

- Pres. brings group up to date on Agric.

Society.

- Discuss abstracts received on this topic.

- List of mandate questions document group has asks question "Where do we go from here?" Discussion of process of how to proceed, what questions need to be addressed. President will get goals instruments and distribute to group. Discussion of how Victoria college in Australia did a planning process.

- President goes to blackboard and begins a brainstorming session.

- President keeps them focused, moves meeting along.

- President sums up meeting - he and Dean will prepare a plan and send it out as a draft for reaction. Next meeting will be more action oriented. Start preparing questionnaires.

Meeting with Program and Campus Planning Committee. Composed of representatives from board and college. Purpose to develop long range planning.

- Discussed how to proceed with selection of architects.

- Discussed museum proposal.

- Discussed college involvement in business.

President informed group of Agric. Society committee that college has rep on. Discussed how the college, town and Agric. Society could work together and plan programs that could be shared

15:05 S.M.

(C70)

FIELD WORK

PRESIDENT C

Week of April 12

Time Activity

Observation

Comments

in one facility. Agric. Society willing to co-operate. Discussion followed re the merits on a joint venture with the Agric. Society. There is considerable difference of opinion here - some do not believe this society is trustworthy. Advantages possible in matching grants. Strategy planning session began at 3:45. Senior administration joined the committee. Discussed how to choose architects. Agreed to invite 5 - 8 firms to submit proposal. Selected design team and established timelines for receiving architectural proposals.

- Museum proposal. General discussion if the college should set up an agricultural museum. Stan Reynolds has donated his collection to government and they are prepared to give some of it away. General agreement that they do not want to become involved in this.

- Hospital Board. Have requested college to do landscaping for the hospital. Concerns addressed re cutting out private business - what is role of college in community. Decided to set up a meeting to discuss this with the college board and the hospital board.

16:45 U.M.

Director of Admin. - needs signature on requisitions. Wants to discuss meeting tomorrow and some architects he knows and problems with caretaking. (5 min.)
Dean - wants to firm up plans for farm tour for the board. (5 min.)

(21)

President has image of college as a leader in the community.

Week of April 12

FIELD DIARY

PRESIDENT C

Time Activity

Observation

Comments

16:55

Desk

(C22)

Checks his mail and desk for important messages. Gives secretary work to file and type. Wife and daughter arrive to pick him up. Has a 6:00 supper meeting re college business. Will report on this to me tomorrow.

17:00

I LEFT FOR HOME. EXHAUSTED BUT IT HAS BEEN A GOOD DAY.

CHRONOLOGY RECORD

Week of April 12PRESIDENT C

Time	Activity	Reference	Duration
8:30	U.M.	F1 Contact Record 1	55 minutes
9:12	Phone	F1 Telephone 1/Contact Record 2	1 minute
9:25	S.M.	F1 Contact Record 3	35 minutes
9:52	Phone	F1/F2 Telephone 2/Contact Record 4	1 minute
10:00	Desk	F1/F2 Mail 1	6 minutes
10:07	Phone	F2/F3 Telephone 3/Contact Record 5	2 minutes
10:10	Phone	F2/F3 Telephone 4/Contact Record 6	10 minutes
10:21	Phone	F2/F3 Telephone 5/Contact Record 7	4 minutes
10:25	U.M.	F2/F3 Contact Record 8	12 minutes
10:38	Phone	F2/F3 Telephone 6/Contact Record 9	17 minutes
10:57	Phone	F3/F5 Telephone 7/Contact Record 10	13 minutes
11:10	U.M.	F3/F5 Contact Record 11	15 minutes
11:30	U.M.	F3/F6 Contact Record 12	2 minutes
11:32	Desk	F3/F6 Mail 2	3 minutes
11:35	U.M.	F4/F6 Contact Record 13	5 minutes
11:40	Desk	F4/F6 Mail 3	3 minutes
11:43	Desk	F4/F6 Telephone 8	1 minute
11:44	Desk	F4/F6 Mail 4, 5, 6	6 minutes
11:50	U.M.	F4/F7 Contact Record 14	3 minutes
11:53	Desk	F4/F7 Mail 7, 8, 9, 10	9 minutes

- (a) Activities will be recorded as: mail, telephone, unscheduled meetings, tours, scheduled meetings, desk work, other (will specify).
- (b) Cross referenced to field diary, mail record, telephone record and contact record.

CHRONOLOGY RECORD

Week of April 12PRESIDENT C

Time	Activity	Reference	Duration
12:02	Tour	F4/F7 Contact Record 15	10 minutes
12:12	S.M.	F4/F5 Contact Record 16	66 minutes
13:18	S.M.	F5/F7 Contact Record 17	7 minutes
13:25	U.M.	F5/F7 Contact Record 18	20 minutes
13:45	S.M.	F5/F8 Contact Record 19	79 minutes
15:05	S.M.	F5/F9 Contact Record 20	100 minutes
16:45	U.M. (2)	F6/F11 Contact Record 21	10 minutes (5+5)
16:55	Desk	F6/F11 Contact Record 22	5 minutes
Evening Work			
	Desk	Contact Record 23	90 minutes

THE MAIL RECORD

Week of April 12

PRESIDENT C

Reference	Form/Type	In/Out	External/ Internal	Correspondent by Title	Purpose	Action
M1 - F1	Memo	Out	Internal	College Staff	Announce speaker presentation re Australia and New Zealand.	To secretary to type and send
M2 - F3	Memo	Out	Internal	Registrar	Request letter to include in orientation package for students.	Working on it
M3 - F4	Memo	Out	Internal	Registrar	Continued work on M 2.	Completed. To secretary
M4 - F4	Letter	Out	External	ACCC Exec. Director	Requesting names of voting delegates for meeting.	To secretary Reply none
M5 - F4	Letter	In	External	President, QCTV	Present charter membership to College.	Note to secretary Get framed and display
M6 - F4	Memo	In	Internal	Director Foundation	Information re Alumni work.	Skims/files
M7 - F4	Brochure	In	External	Alta. Wheat Pool	Newsletter.	Skims/files
M8 - F4	Brochure	In	External	Agric. News	Government news release.	Skims/files
M9 - F4	Brochure	In	External	Alta. Wheat Pool	Newsletter.	Skims/files
M10 - F4	Letter	Out	External	Employment Application	Seeking position.	Dictated letter, copy and application to Dean

THE TELEPHONE LOG

Week of April 12

PRESIDENT C

Reference	Initiator	Caller's Title	Purpose	Result	Duration
T1 - F1	Other	Secretary	Inquiry re: typing.	Made decision.	1 minute
T2 - F1	Other	Director Foundation	Provide names requested.	Did so.	1 minute
T3 - F2	Self	Coord. Fashion Design program	Need material for picture drape.	Will provide.	2 minutes
T4 - F2	Self	Head, Plant Products Agric. Canada	Explain Colleges position re seed and grain program.	Caller satisfied for now. Exchanged information re government policies.	10 minutes
T5 - F2	Self	Personnel officer	Need information on personnel issue.	Personnel officer to come over and explain further.	4 minutes
T6 - F2/3	Self	Chairman, Animal & Science & College Rep to Joint Agric. Committee	- Inquire re student work experience problem. - Provide name of contact person in Red Deer for help. - Advised of plans for joint facility.	Received satisfactory information. Advised of name and phone number. Attend meeting at 3 and provide this information.	17 minutes
T7 - F3	Other	Program Services Dept. of Ad. Ed.	Inquiry re college position on apprenticeship student decline - plans to help.	Advised of college's plans. Asked for information on dept. gossip. Received.	13 minutes
T8 - F4	Self	Graphic Arts	Returning his call.	Not in.	1 minute

THE CONTACT RECORD

PRESIDENT C

Week of April 12

Reference	Place	Activity	Initiation	Participants	Purpose and Action	Duration
C1 - F1	Office	U.M.	Self	Self and Me	Planning procedures for observation. Information exchange - giving and receiving.	55 minutes
C2 - F1	Office	Phone	Other	Secretary	Requesting information on preferred typing set up. Advised her.	1 minute
C3 - F1	Board Room	S.M.	Self	Secretary	Prepare Board package and meeting agenda. Items to include, placement on agenda. Provide secretary with needed information to be informed on topic. Requests information for meeting tonight (as an aside to main purpose).	35 minutes
C4 - F1	Board Room	Phone	Other	Director, Foundation	Provide names requested by president of executive members of major farm organization. He will pass on to MLA.	1 minute
C5 - F2	Office	Phone	Self	Coord., Fashion Design	To request material for oil painting. Will be available ASAP.	2 minutes

THE CONTACT RECORD

Page 2

Week of April 12

PRESIDENT C

Reference	Place	Activity	Initiation	Participants	Purpose and Action	Duration
C6 - F2	Office	Phone	Self	Head, Plant products, Agric. Canada	Respond to letter received re new program needed in seed and grain. Explained problem with Dept. of Ad. Ed. and new plans for alternative funding. Requested his support in lobbying for this program.	10 minutes
C7 - F2	Office	Phone	Self	Personnel Officer	Request information on personnel issue so he can respond to letter from Fac. Assoc.	4 minutes
C8 - F2	Office	U.M.	Self	Personnel Officer	Provides information on problem above. Helped plan strategy to handle issue.	12 minutes
C9 - F2/3	Office	Phone	Self	Chairman, Animal Science	Information on student problem with work experience. Received information. All O.K.	7 minutes
C9 - F2/3	Office	Phone	Self	Member of Joint Comm. Town/Agric. Society/College	Requesting information from president on who to contact for help on building design. Provided update on committee progress. Want to cooperate with college.	10 minutes

THE CONTACT RECORD

Page. 3

Week of April 12

PRESIDENT C

Reference	Place	Activity	Initiation	Participants	Purpose and Action	Duration
C10 - F3	Office	Phone	Other	Program Services Dept. of Ad. Ed.	Requesting information on college response to declining enrollment in apprenticeship. He provides. Request latest dept. gossip. Discussed general ideas on how colleges could cooperate with some help from government.	13 minutes
C11 - F3	Office	U.M.	Other	Physical Plant Manager	Discuss personnel problem, request help in how to handle this. Support staff grievance part of a larger part of a larger issue, the President needs to know about. President helped him arrive at solution, provided suggestions and alternatives.	15 minutes
C12 - F3	Office	U.M.	Other	Foundation Director	Recommends a student for Board. President agrees.	2 minutes
C13 - F4	Office	U.M.	Self	Support Staff	General interest in staff. She has been away for 3 months and he is discussing her experiences while travelling.	5 minutes
C14 - F4	Office	U.M.	Other	Director of Finance	Needs to schedule time to meet with him before 3 today. Sets a time. President tells him about Agric. Society.	3 minutes

THE CONTACT RECORD

Page 4

Week of April 12

PRESIDENT C

Reference	Place	Activity	Initiation	Participants	Purpose and Action	Duration
C15 - F4	Halls	Tour	Other	Dean, Coord. Fashion Design	Coord., Fashion Design stops him and gives him the drape for the picture. Dean is attending meeting with him in another location in college and they walk over together. Discuss budget problems. Stops at cafeteria and gets sandwich which to take to meeting.	10 minutes
C16 - F4/5	Chapel	S.M.	Other	Campus Life Director and Faculty and Dean	To explain innovative fund to them. To explain budget difficulties to them. To request ideas from them on how to handle issues.	66 minutes
C17 - F5	Office	S.M.	Other	Director of Finance	Pre-planning strategies for meeting today re capital projects.	7 minutes
C18 - F5	Dean's Office	U.M.	Other	Prov. Gov't Director of Agric. func- tions, Dept. of Agric., Dean	Information exchange on purpose of new position. General P.R.	20 minutes

THE CONTACT RECORD

Page 5

Week of April 12

PRESIDENT C

Reference	Place	Activity	Initiation	Participants	Purpose and Action	Duration
C19 - F5	Board Room	S.M.	Self	Mandate review sub-committee (Admin., Acad. and Com. Rep)	Planning. Developing Long Range Plan for College. Meeting to establish processes and get action started. Brainstorming.	79 minutes
C20 - F6	Board Room	S.M.	Self	Program and Campus Planning Committee (Reps from board and college)	To determine process for selecting an architect. To discuss museum proposal. To discuss hospital board proposal. To update group on results of joint meeting work re Ag. Society and sharing facilities.	100 minutes
C21 - F6	Board Room	U.M.	Others	Director of Finance Dean	Confirm meeting tomorrow, sign requisitions. Request information re plans for Farm Tour.	5 minutes 5 minutes
C22 - F6	Office	Desk	Self	Secretary & Self	Check for any emergencies arising while he has been in meetings. Gives secretary work.	5 minutes
C23 - F1 (April 13)	Office	Desk	Self	Self	Draft articles of Incorporation for Summer Games Foundation	90 minutes

A P P E N D I X C

"The Structured Interview"

The Structured Interview

1. What is your basic administrative philosophy (management style) in dealing with your administrative staff, faculty members, support staff, students, board members and alumni?
2. Are there unique features of the postsecondary system in Alberta that influence your work as president?
3. Public Relations
 - a) Are you often required to represent the college on ceremonial and social occasions?
 - b) Do various community or professional groups make demands on your time for such things as speaking engagements?
 - c) Are you expected to be the public relations person for your college?
4. Do you try to monitor community moods, expectations and demands regarding the college educational programs? If so, how?

Structured Interview

Page 2

5. What sources of information do you usually use when gathering information and/or seeking advice concerning every day problems? Are there different sources for major issues which develop?
6. What key groups (if any) do you use to disseminate information throughout the college? How do you do this?
7. How often and in what depth do you keep your assistant and/or subordinates informed and briefed about important information?
8. It is sometimes stated that the President is caught between the interests of the Board and the interests of the educational members of the institution. How do you respond to this statement?
9. Is the president's life 'lonely', in terms of being the one who has to make many of the important decisions and take responsibility for their consequences?
10. Are you often involved in resolving conflict situations? If so, how do you manage conflict?

Structured Interview

Page 3

10. continued

a) within administration?

b) within the faculty?

c) between administration and faculty?

d) between the board and the college?

11. What are the main pressures of the president's job?

12. What are the political activities involved in the college presidency?

13. Do you have either formal or informal plans for the college for the next three to five years?

14. Do you consider yourself a change agent? If so, how do you do this and why?

Structured Interview

Page 4

15. Do you feel you are in control of your time?

16. Do the demands of your work interfere with the time that you have available for your private life?

17. Do you get sufficient time at the college to think over problems and issues?

18. What motivates you to remain as a college president? Money?

19. Do you consider you are at the peak of your career? If not, what would you regard as a promotion?

20. Would you say that the time during which I have been observing you has been typical of your usual activities?

APPENDIX D

The Letter of Request, Subsequent Follow-Up Letters
and the President's Responses to Initial Data Analysis

In partial fulfillment of the requirements for the degree Doctor of Philosophy in Educational Administration at the University of Alberta, Edmonton, I am undertaking a descriptive study of the administrative behaviors of the Alberta public college presidents. You are one of the presidents I would like to observe and the purpose of this letter is to familiarize you with the project and to invite you to consider participation in the study as a subject.

The project proposes a non-participant, observational field study of subjects for one week. The purpose of the study is to gather data concerning the administrative behaviors of the college president. Your participation would involve permitting me to act as your "shadow" for a period of one working week, (five days) and responding to a structured interview of approximately one hour duration at the conclusion of the observation period. Please be assured that the identity of the participants in the study will not be disclosed. All observations will be treated with strictest confidence. A copy of the final thesis will be provided to you, if desired, at the conclusion of this study.

The period I have identified to complete my observations occurs during the weeks of April 16 to May 25, 1984.

I will telephone you on March 22, 1984, for the purpose of discussing the project with you and soliciting your participation in the study. I am enclosing a summary of my proposal to assist you in making your decision. Should you decide in favor of participating, I will also ask you during our telephone conversation to indicate which of the following time periods would be most convenient for me to visit you:

April 16 - 20
April 23 - 27
April 30 - May 4
May 7 - 11
May 14 - 18
May 21 - 25

Thank you for considering this request. Hopefully, your response will be affirmative, since, as you are well aware, there is not a large sample of Alberta College Presidents and the participation of the selected subjects is crucial to conducting the study. I shall look forward to talking with you on March 22, 1984. I may also be contacted at my home in Red Deer, 343-1680, or a message can be left for me at the University of Alberta at 432-4909.

Sincerely yours,

Donna J. Allan

DA/bk
Encl.

27 Oyen Crescent
Red Deer, Alberta
T4P 1T3

April 10, 1984

Dear

Thank you for agreeing to participate in my doctoral research study of Alberta public college presidents. I am writing at this time to confirm that I will be visiting your college from May 7 to May 11, 1984.

I would like to, if possible, spend approximately one-half hour with you at the beginning of my visit. The purpose of this meeting will be to discuss specific procedures I will be using while completing my observations and to answer any questions you may have.

I would also like you to arrange at least a one hour meeting time for you and I at the conclusion of my visit. I would anticipate this would likely occur at the completion of your normal working day, however I will leave the actual time of this to you. At this meeting I have an interview questionnaire I would like to complete and if there are any "housekeeping" items to be completed they could also be handled at that time.

Again thank you for your cooperation. I look forward to meeting you on May 7. I will contact your secretary to confirm the actual time.

Sincerely yours,

Donna J. Allan

Mrs. Donna Allan
Chairperson, Division of Allied Health
Red Deer College
Box 5005
Red Deer, Alberta
T4N 5H5

October 19, 1984

Dear

Hello again, and again thank you for the privilege of spending time with you observing your administrative behaviors.

This was a very valuable learning experience for me, and not only have I gathered data for my dissertation, but I have also learned about your college and met many new people to add to my list of college contacts. Your patience, cooperation and hospitality was very much appreciated.

I have now completed my first draft of my data analysis and enclose it with this letter. I would ask you to review this data so you know the format I plan to use. In doing this review, the data presented for President ___ is yours.

I would welcome feedback from you re the content, presentation format, data interpretation, etc. If you have concerns regarding the accuracy of your data please draw this to my attention so it can be checked.

I would also like to know if you have any concerns if I name the actual colleges and present a brief biographical sketch of each in the appendix of my final paper. Also I would like to, if you agree, name you specifically in my acknowledgment page. Certainly without your cooperation I could not have completed this project and I would like to state that. However, if you prefer not to be identified by name I will not do so.

After receiving your feedback, and feedback from my supervisory committee at the University, I plan to finalize this data, prepare propositions about the administrative behavior of the Alberta public college president and complete the writing of my complete dissertation.

I anticipate a final completion date of April, 1985. Would you like a copy of my final dissertation? Would you prefer an executive summary only or would you prefer nothing further?

If you wish to discuss this with me by phone I may be reached between 8-5 at 342-3308 or at home at 343-1680.

I hope to hear from you soon, and please give my regards to your office staff. Again, thank you and also your staff for your cooperation.

Sincerely yours,

Donna Allan
Chairperson
Division of Allied Health
Red Deer College

DA/bk
Encl.



Office of the President
Telephone: (403) 320-3210
3000 College Drive South
Lethbridge, Alberta T1K 1L6

November 1, 1984

Mrs. Donna Allen
Chairperson,
Division of Allied Health
Red Deer College
Box 5005
Red Deer, Alberta
T4N 5H5

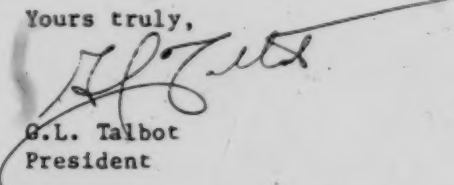
Dear Mrs. Allen:

Thank you for your letter of October 19. I have had the opportunity to go through your preliminary draft regarding Presidential administrative behaviors. I have found some of the information most interesting and enlightening, particularly the comparison with other administrators. I would not personally have any concern if you name any of the actual colleges that were included in your study and you certainly are free to use my name if you so wish as per your request in paragraph five.

Unless the final version is considerably different from the present, I would be quite satisfied just to receive the executive summary.

It was a pleasure to cooperate with you on this project and I do hope that you are successful in your endeavors to further your educational qualifications.

Yours truly,



G.L. Talbot
President

GLT:glk

GERALD O. KELLY PhD
President

October 30, 1984

Mrs. Donna Allan
Chairperson, Division of Allied Health
Red Deer College
Box 5005
Red Deer, Alberta
T4N 5H5

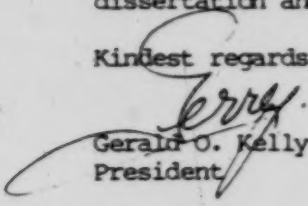
Dear Donna:

Thank you for the preliminary copy of your data analysis on Alberta College Presidents, which I found most interesting.

I can see no problem with your naming in your final paper the colleges who participated, along with a biographical sketch of each. As you know, I was more than pleased to participate in your research; please feel free to use my name as you see fit.

When completed I would appreciate receiving copies of both your final dissertation and an executive summary.

Kindest regards,


Gerald O. Kelly
President

GOK/jve



Grande Prairie
Regional College

October 29, 1984

Mrs. Donna Allan
Chairperson, Division of Allied Health
Red Deer College
Box 5005
Red Deer, Alberta
T4N 5H5

Dear Mrs. Allan:

Thank you for sending a copy of the first draft of your data analysis. I have no suggestions to make in relation to the data, its presentation, or analysis. Yes I would be interested in receiving a copy of the final dissertation.

Certainly you may name the College and me if you wish.

Sincerely

Dorothy Rowles
President

DR/jp

**MOUNT ROYAL
COLLEGE**

4825 Richard Road S.W. Calgary, Alberta, Canada T3E 6K6

Office of the President (403) 240-6393

Mrs. Donna Allan
Chairperson, Division of Allied Health
Red Deer College
Box 5005
Red Deer, Alberta
T4N 5H5

Dear Donna:

Many thanks for the copy of your Thesis. I haven't had the opportunity to read it carefully, but I have given it a quick perusal. I am struck more by the common features than by the differences in presidential behavior, given the considerable differences in size and nature of the institutions.

I have no objection to your identifying Mount Royal College or myself as part of the project. Please find enclosed a bit of biographical information.

Yes, it would be nice to have a copy of your Thesis, once completed. As presidents are now under the microscope of several scholars, I will be interested to see how later studies compare to your benchmark work.

With all best wishes,

Sincerely yours,

Donald N. Baker,
President

DNB/dc
Encl.



Office Of The President
403-556-8301

November 7, 1984

Mrs. Donna Allan
Chairperson
Division of Allied Health
Red Deer College
P.O. Box 5005
RED DEER, Alberta
T4N 5H5

Dear Donna:

Thank you very much for the first draft of your data analysis.

I've been through it on a rather superficial basis and I have the following comments.

The only feedback I have regarding the presentation is that it is exceedingly complex. This is not necessarily a terminal criticism as you have a tremendous amount of information. On closer examination of the various charts, the information does come out very readily. The real challenge, of course, lies in the final interpretation that you will put on the information, and I look forward with great anticipation to your conclusions and findings.

In response to some of the questions you asked, let me be specific. I have no concerns regarding the accuracy of the data. I would have no problems if you actually named myself or the College.

Again, thank you very much for the opportunity to have participated with you, and I look forward to receiving a final copy of your work. Good luck.

Best regards.

D.J. CORNISH
President

DJC:ja

September 13, 1985

Roy Murray, President
BCIT
3700 Willingdon Avenue
Burnaby, B.C.
V5G 3H2

Dear Mr. Murray:

Congratulations on your appointment as President of BCIT. I am sure you and your wife are very pleased and I wish you a very successful future there.

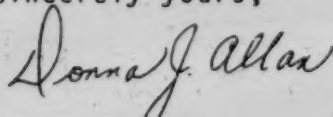
I have spoken with your secretary, Sheila Dwyer, regarding your feedback on the data I collected during my observation study with you at Lakeland College. It is my understanding she has discussed this with you and I have been advised you are comfortable with the data and I can go ahead and release it.

All presidents observed have agreed with the data presentation and also to my using their name and college in the acknowledgement section. I plan to use yours also as this was asked in my letter to you (Oct. 19, 1984) and Sheila's feedback was "everything asked in the letter is okay."

If there is any problem with this, will you please advise immediately as I plan to submit the final draft by the end of September.

Thank you once again for your cooperation. I will forward an executive summary of my research when it is available.

Sincerely yours,



Donna J. Allan

DJ/sa